

**Library
Science
Dissertations:
1925-60**

An Annotated Bibliography of Doctoral Studies

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**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**
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Office of Education
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FOREWORD

During the last decade, research has become increasingly important to the profession of librarianship. Seven library schools now have doctoral programs, foundation grants have stimulated and supported scores of major projects, and the research method has been recognized as an accepted technique for solving library problems. The increasing volume of research has caused a serious difficulty: information about completed studies and active investigations is so widely scattered that it is not easily accessible.

In the fall of 1959, the Library Services Branch of the Office of Education initiated Library Research in Progress, an occasional bulletin reporting current investigations, including theses and doctoral dissertations. A serious gap still remained, however, in the coverage of earlier research. In Library Science Dissertations, a compilation of a major segment of completed research has been assembled for the first time. The abstracts included in this publication furnish a single source of information about doctoral research relating to library science from 1925 to 1960.

Special recognition is due the Association of American Library Schools. In 1959 its Research Committee, then under the chairmanship of Martha Boaz, Dean of the School of Library Science, University of Southern California, assembled a bibliography of dissertations completed between 1930 and 1950 at the University of Chicago. The Committee also collected a group of abstracts of dissertations that had been accepted between 1951 and 1959 by library schools accredited by the American Library Association.

The Library Services Branch had plans in 1959 to publish a list of doctoral dissertations in librarianship as a supplement to information in Library Research in Progress. Frank L. Schick, Assistant Director, Library Services Branch, U.S. Office of Education, recognized that the material prepared by the Association of American Library Schools could be used as a point of departure. With the Research Committee's assent, their material has been incorporated in this publication.

Knowledge of past studies forms a foundation upon which current

and future investigations may be built, and helps to avoid duplication of research effort. Drawing this information together into one source should also encourage application of findings and stimulate additional research in librarianship.

The collecting and preparation of abstracts was done by Nathan M. Cohen, Research Librarian, and Jessie C. Boehlert, former Publications Editor, Library Services Branch, U.S. Office of Education. Preliminary editing by John Carson Rather, former College and University Library Specialist in the Branch, was brought to completion by Mr. Cohen and Barbara Denison, Assistant to the Dean, School of Library Science, Western Reserve University, Cleveland, Ohio, who served as consultant for this project.

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Associate Commissioner and
Director
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and Development

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INTRODUCTION

This publication attempts to provide summaries of all dissertations relating to subjects in library science completed between 1925 and 1960. All dissertations accepted by library schools accredited by the American Library Association were automatically included. Dissertations written in other university departments were included when they treated a central facet of librarianship. No attempt was made to cite essentially bibliographical studies unless prepared in library schools.

When abstracts were available in the published literature, they were adapted for inclusion in this publication; when none were found, abstracts were prepared expressly for this publication from copies of the dissertations.

Two fields, education and history, produced a number of contributions to the literature of librarianship. Although the coverage of dissertations in education aims at completeness, no such claim can be made for the field of history. Since the search for dissertations in history was largely restricted to studies known to exist, it is possible that relevant dissertations have been overlooked. The Library Services Branch would welcome information about items omitted.

In each section of this publication, entries are arranged by broad subject categories intended to group related dissertations. These categories, identical with those adopted for Library Research in Progress, follow:

Background: Considerations of the philosophy, objectives, and purposes of librarianship; history of libraries, librarians, books, printing, and publishing; analyses of the contemporary social setting; books and publishing, other media of public communication, use and users of libraries, adult reading, and censorship.

Organization and Administration: Studies of external legal policy, political and financial controls and support; internal organization, administration, and management analysis; interlibrary relations and organization.

Resources: Studies of selection policies, surveys of resources, evaluation of books and other library materials, bibliographical and storage centers, interlibrary lending, and photoreproduction.

Reader Services: Studies of reference and information services,

reader guidance and advisory services, adult education activities, and circulation.

Technical Processes, Documentation: Studies of acquisitions procedures, cataloging, classification, subject headings, centralized processing, indexing, abstracting, problems of storage, retrieval, and documentation.

Personnel and Training: Studies of organization and administration of personnel, inservice training and education for librarianship.

International, Comparative, and Foreign Librarianship: Studies of librarianship in countries other than the United States.

Methods of Research and Evaluation: Studies of techniques for measuring and evaluating library service.

Entries in each section appear in chronological order. This arrangement not only affords an overview of the development of research in broad subject areas through the years, but also permits the isolation of projects completed in any period of interest.

A brief statistical analysis of dissertations included in this publication begins on page 109.

BIBLIOGRAPHY OF LIBRARY SCIENCE DISSERTATIONS: 1925-60

I. BACKGROUND

1. CONDIT, LESTER DAVID. Studies in Roman printing type of the fifteenth century. Ph.D., University of Chicago, 1931.

Outlines a new approach to the problem of identifying early printed books by their type. Abandoning the technique employed by previous bibliographers, who used only the unaided eye, the author used a protractor to measure the basic angles of upper-case M, N, V, A, and Z, and to take certain other type measurements.

2. SWINDLER, ROBERT EARL. The high school library and reading problems in the social studies with particular reference to United States history. Ph.D., University of Virginia, 1931.

A qualitative study of junior and senior high school library holdings and service in social studies (principally American history).

Findings are based on information about 347 school systems in a small number of selected states. Of these, 110 systems in Virginia and 16 in Indiana were considered to be "average" school systems, while 221 others were considered "progressive."

Among the conclusions reached are the following: Only a small percentage of these schools had an adequate number of social science books in their libraries; there was an urgent need for more trained librarians and more courses in library science; many of the social studies books in these libraries were not suited to the pupils or to the needs of the schools; the quality of social studies collections in Southern school libraries was considerably below the average for the country; holdings in social studies in "progressive" systems were generally superior to those in "average" systems.

3. BONEY, CECIL DE WITT. A study of library reading in the primary grades. Ed.D., Columbia University, Teachers College, 1932.

Examines objectives for library reading programs, their origins, and the techniques used in conducting them. Information was obtained from a literature search, courses of study, and

questionnaires completed by 254 teachers in various sections of the United States.

Findings include the following: (1) library reading programs attempt to realize two objectives, namely to develop strong motives for and permanent interest in reading, and to offer rich and varied experience; (2) supervised periods should be provided for reading of library books; (3) teachers and children should share responsibility for the conduct of reading programs; (4) reports should be voluntary; (5) children should be encouraged to read books outside of the classroom.

4. CARNOVSKY, LEON. The reading needs of typical student groups; with special attention to factors contributing to the satisfaction of reading interests. Ph.D., University of Chicago, 1932.

Attempts to determine relationships between nonfiction reading interests and the actual reading of students at the University of Chicago. The author compiled a checklist of books, mainly from comparatively recent titles. Students were asked to indicate which of these books they had read, whether or not they had read them in connection with school work, and the source from which they had obtained them. Factors that might influence reading--such as advertising, readability, reputation of author, and accessibility of book--were considered, and possible differences in interest because of sex or class of reader also were analyzed.

The evidence pointed to suggestive rather than definitive conclusions: Books representing topics of high or low interest were widely read when such titles were (1) extensively advertised; (2) readily accessible; (3) readable from the standpoint of style; (4) written by well-known authors. At least one of these factors must supplement interest if the book is to be widely read. The differing interests between men and women students carried over to their actual reading.

5. WILLOUGHBY, EDWIN ELLIOTT. The printing of the First Folio of Shakespeare. Ph.D., University of Chicago, 1932.

Summarizes ten years' research on the first Shakespeare folio. Gives the order in which the quires of six leaves (of which the Folio is largely composed) were printed, and suggests reasons for the irregular quires. Distinguishes quires printed on one press from those printed on two by identifying various laborsaving practices employed by the printers.

Shows that the printing was done at two times. The first run

(August-October, 1621?) produced all the comedies except The Winter's Tale, plus King John and the first two pages of Richard II. The second run, a year and a half later, included the remaining history plays, the tragedies, the preliminary matter, Troilus and Cressida, and The Winter's Tale.

6. ADAMS, A. ELWOOD. The use of the school library by teachers and pupils in junior and senior high schools. Ed.D., University of Southern California, 1933.

Provides objective information for library administrators concerning the nature and extent of school library use by pupils and teachers. The sample comprised 24 representative junior and senior high schools with a total enrollment of 17,616. A canvass was made of "expert judgments" regarding the purpose of a school library and the place it should occupy in an educational institution.

The libraries are evaluated in terms of the following functions: Acquisition and organization of library materials, instruction in their use, availability of reference materials, provision of free reading opportunities, guidance in pupil reading, opportunity for social activities, and cooperation with the public library. In general, it was found that the libraries studied performed these functions only partially.

Suggestions and recommendations include the following: the library should be open for a short time before and after school hours; a free reading program should be initiated; cooperation should exist between the teachers and the librarian and between the school and public libraries; instruction in library use should be given to all pupils.

7. HIRSCHSTEIN, BERTHA T. A sociological study of a public library in an interstitial area. Ph.D., New York University, 1933.

A case study of the activities and clientele of the Aguilar Branch of the New York Public Library, undertaken as part of a larger study of a boys' club in East Harlem. Based on library circulation and registration records, interviews, and examination of pertinent literature.

Gives the economic and social background of the area and describes in detail the activities of the branch, comparing them with those in other libraries.

Among other conclusions, finds that (1) although the circulation of Italian books at this branch increased over a period of years, the ratio of circulation to book stock remained almost

constant; (2) distance from the library seemed to be a prime factor in determining its use; (3) in this area, people over 21 years of age read more Italian books than did those under 21; (4) delinquent boys read more fiction than did the group studied as a whole; (5) there was a great similarity between the reading habits of boys' club members and those of nonmembers.

8. SHORES, LOUIS. *Origins of the American college library, 1638-1800*. Ph.D., George Peabody College for Teachers, 1934.

Describes the rise, growth, and administration of the college library during the Colonial and Revolutionary periods. Evaluates its contribution to colonial higher education, and indicates the indebtedness of the modern college library to its predecessors in matters of organization, administration, and use. The nine libraries considered are those of Harvard, William and Mary, Yale, Princeton, Columbia, Pennsylvania, Brown, Rutgers, and Dartmouth.

Information was obtained through study of the published histories of colonial education, visits to the respective libraries, and investigation of primary and secondary sources of information about the colleges themselves.

The colonial college conceived of books as fundamental to its work. Consequently, great importance was attached to the position of librarian; in almost every instance he was chosen because of his ability as a scholar and his college-wide point of view. Book collections were comparatively small: the largest cited contained 12,000 volumes. Many of the rules antecedent to those now in force for the processing of books were carefully worked out, such as rough classification schemes and routines for ordering and cataloging.

9. FOSTER, JEANNETTE HOWARD. *An experiment in classifying fiction based on the characteristics of its readers*. Ph.D., University of Chicago, 1935.

Attempts to devise a classification scheme for fiction based on key data about fiction readers. Reading records of 15,285 people were analyzed. Works of the 254 most-read fiction authors were tabulated according to 15 subject classes and 6 quality levels. These tabulations were correlated with such data about the readers as age, sex, education, and occupation. Considerable data are presented concerning reading interests of various groups by age, sex, and education, and the respective quality levels of the works they read.

Concludes that the classification might be more meaningful if

the number of subject classes were reduced to 10. The author states her hope that this study may lead to further discoveries as to why people read what they do.

10. STIEG, LEWIS FRANCIS. An introduction to palaeography for librarians. Ph.D., University of Chicago, 1935.

Discusses basic principles involved in deciphering and reading medieval and ancient manuscripts. Through critical examination of literature on the subject, the author found that, in general, the bibliographic apparatus for palaeography is inadequate.

Recommends that a student first read a manuscript through rapidly in order to gather the meaning of the document as a whole, disregarding unintelligible portions on the first reading. Suggests methods to facilitate the reading of manuscripts, analyzing the problems involved and grouping them by type:

Problems of decipherment, caused by (1) methods of forming letters, (2) conjoined letters, currency, and ligatures, (3) size of script, (4) ornamentation, and (5) mutilation;

Problems of interpretation, caused by (1) abbreviations, (2) errors in the form of the text, (3) word division and punctuation, (4) spelling, and (5) proper names.

11. ELLSWORTH, RALPH EUGENE. The distribution of books and magazines in selected communities. Ph.D., University of Chicago, 1937.

Determines the relative importance of distribution agencies in supplying different types of printed materials to a sample of readers selected from residents (1933-34) of South Chicago and St. Louis. Questionnaire and interview methods were employed.

Shows that the public libraries were the principal suppliers of books (44.7 percent) and that subscriptions accounted for the largest number of magazines read (38.7 percent). Notes that 50 percent of the users of the public libraries were students, and that there was a direct correlation between amount of education and library use.

Recommends that public libraries devote greater effort to supplying reference service and good literature.

12. KRAMER, SIDNEY DAVID. Stone & Kimball, 1893-97, and Herbert S. Stone & Company, 1896-1905: Studies in publishing history. Ph.D., University of Chicago, 1938.

A history and bibliography of the publishing activities of two precocious young men who were nationally prominent publishers before they were out of college.

One of their most important activities was the publication of a pocket-size literary periodical called The Chap-Book. Many of the leading authors of the day were contributors: Thomas Bailey Aldrich, Stephen Crane, Eugene Field, Henry James, Robert Louis Stevenson.

Stone and Kimball published books by contemporary American authors, older authors such as Edgar Allan Poe (in a standard 10-volume edition), and European authors--they introduced Bernard Shaw to American readers. Their list included such names as Edmund Gosse, Kenneth Grahame, Ibsen, Maeterlinck, and Henry James.

Includes much background material on the "little magazines" of the period. A comprehensive bibliography lists all discovered publications of the two firms.

13. BUTLER, HELEN LOUISE. An inquiry into the statement of motives by readers. Ph.D., University of Chicago, 1939.

Attempts to discover why people read books. The author prepared lists of 134 purposes which might be satisfied by books, 20 generally applicable to all fields of knowledge, 114 relating to 13 specific subject fields such as fiction, poetry, biography, science, and business. These lists were distributed to readers in the Rochester (N.Y.) Public Library. Of the 1,850 returned, 1,427 were found to be useful for analysis.

Found that fiction was generally read for recreation; fine arts in connection with hobbies; and business and science for occupational purposes. The dominating motives for reading in all subject fields appeared to be (1) information, (2) recreation, (3) esthetic appreciation of the artistically beautiful in books, and (4) critical understanding of the effect produced by the book.

Although this study throws light on why people read, the author states that additional research should be done to identify the "occasions" which cause people to read a particular book on a particular subject.

14. LANE, ROBERT FREDERICK. The place of American university presses in publishing. Ph.D., University of Chicago, 1939.

Explores the status of university presses in publishing and

traces their rise and development in the United States. Data were obtained from printed sources and through correspondence with publishers.

Findings indicate that support given to these presses by their universities was haphazard and meager. Subsidy by departments, plus other factors, resulted in the publication of materials of local concern rather than selected and important research.

The conclusion that the influence of university press publications was not widespread is based on production during a sample year (1935), when only 55% of the 812 titles published were reviewed and only about half were copyrighted.

15. SPENCER, GWLADYS. The Chicago Public Library: Origins and backgrounds. Ph.D., University of Chicago, 1939.

Examines the surrounding circumstances and specific factors resulting in the founding of the Chicago Public Library. Data were derived from primary and secondary sources, interviews, and correspondence.

Gives a broad background picture of Chicago, describing its early economic and cultural history, various libraries, early leaders in the library movement, and public library legislation in Illinois.

Reconstruction after the Great Fire of 1871 stimulated civic improvement on a grand scale and augmented an already strong interest in establishing a free public library in Chicago. Further impetus came from passage of a free public library act in Illinois in 1872, and by substantial gifts received from England and other European countries. With effective local leadership and support, the Chicago Public Library was founded in 1872.

16. BERELSON, BERNARD REUBEN. Content emphasis, recognition, and agreement: An analysis of the role of communications in determining public opinion. Ph.D., University of Chicago, 1941.

Analyzes the effects of conversation, newspapers, radio, and magazines on public opinion to determine the extent of influence of each medium, with particular attention to newspapers and magazines.

The study is based on (1) interviews with two representative groups in a small Midwest county notable for similarity of

opinion to that of the entire country; and (2) content analysis of selected public communications. The issues considered were those raised by the 1940 presidential campaign.

The major arguments in favor of each candidate (Willkie and Roosevelt) were identified and their communication sources determined. Conclusions are that (1) people are aware of arguments emphasized by communications media; (2) they tend to accept arguments which support their own prejudices; (3) they will also accept persuasive or appealing arguments found in public communications.

17. HERDMAN, MARGARET MAY. The public library in depression. Ph.D., University of Chicago, 1941.

Describes certain effects of the Great Depression on public libraries in an attempt to provide data to assist the library profession in its planning and administrative operations.

Analyses are based primarily on information supplied by a sample of 150 libraries representative of the country for the period 1930-35. Considers trends in circulation and expenditures, and the relationship between circulation and expenditures for books.

Examines the effects of unemployment and reduced earnings on libraries. Finds that as employment declined during this period, library circulation rose, and as employment began to increase, circulation declined. Other influences considered are book sales, rental libraries, radios, and moving pictures.

Discusses such administrative questions as the proportion of library budgets expended for salaries, books, and miscellaneous costs; diminished service to children; and development of cooperative services.

18. LANCASTER, JOHN HERROLD. The use of the library by student teachers. Ph.D., Columbia University, 1941.

Considers the problem of how institutions preparing secondary school teachers can stimulate more effective use of the library by their students. Data were collected from 31 small and medium-sized colleges, universities, and teachers colleges in the North Central Association of Colleges and Secondary schools.

Discusses four considerations: (1) knowledge of library tools and materials, as shown by tests given 952 student teachers; (2) the use made of libraries, based on 548 use records;

(3) the relationship of certain given factors to students' use of the library; and (4) ways of making the library more effective in colleges preparing teachers.

Findings and suggestions include the following: many student teachers should devote more time to study and reading; collections were inadequate in many of these libraries, and the study environment should be improved in some; the students demonstrated important weaknesses in their knowledge of library resources and skills.

19. McCARTHY, STEPHEN ANTHONY. *America in the 1880's: A bibliographical study of intellectual and cultural development.* Ph.D., University of Chicago, 1941.

Examines developments in higher education and the subject matter of nonfiction books reviewed during this decade as measures of the cultural and intellectual climate of the 1880's. Study is based on literature search and analysis of book reviews appearing in the Atlantic Monthly, Critic, Dial, Nation, and North American Review.

Among the changes taking place in the American college in the Eighties were adoption of an elective system of course selection; emphasis on science, social sciences, and modern foreign languages rather than the classics; lowering of entrance requirements resulting in increased enrollments; and the expansion of graduate study and higher education for women.

The reviews studied show that biographical and historical works were most numerous at this time, and that individual biological sciences were represented by more books than any specific physical science, except astronomy. Among the social sciences, the largest body of literature was generated in the field of economics. In philosophy, the German idealists were much reprinted and discussed; important writings in psychology were being reviewed; and religious literature was largely devoted to controversies over new discoveries and theories in science.

20. MERRITT, LEROY CHARLES. *The United States Government as publisher.* Ph.D., University of Chicago, 1942.

Determines the scope and subject content of Government publishing and traces trends from 1900 to 1940. Study is based on the October issues of the Monthly Catalog of United States Government Publications for selected years from 1900 to 1940 and on data from official reports.

Approximately 16,000 titles totaling 877,000 pages were

published in 1939. Although expenditures of the Government Printing Office were five times greater in 1940 than in 1900, during this period they dropped from about 1 percent of total Government expenditures to $\frac{1}{4}$ of 1 percent.

Analysis shows that the largest number of Government publications were intended to serve the purposes of individuals and special groups. The greater part of subject content was concerned with basic responsibilities of government, such as maintenance of the armed forces and problems of general and financial administration. Second in quantity was the field of business, while the area of public utilities ranked third.

21. RANKIN, MARIE. Children's interests in library books of fiction. Ph.D., Columbia University, Teachers College, 1944.

Determines features affecting the popularity of fiction among young adolescents. Circulation data were collected in eight different public library agencies for books published between 1920 and 1940. Other information was obtained through interviews and observation of junior high school children in experimental situations, and from one-paragraph compositions on "How I select a good book to read just for fun."

Stories of careers for girls proved to be the most popular, with sea adventures next. Only one Newbery Medal winner was found on the list of the 10 most popular books. Concludes that for young adolescents the story, preferably on a theme of current interest, is the most important element.

22. SHERA, JESSE HAUK. Foundations of the public library: The origins of the library movement in New England, 1629-1855. Ph.D., University of Chicago, 1944.

Traces the growth of the movement in New England which culminated in the establishment of the first public libraries, and outlines factors influencing their development. Based on primary and secondary sources.

Reviews the history of social libraries and circulating libraries, the beginnings of the public library movement, and the economic, social, and cultural climate of the times. The leaders of the period wished to promote equality of educational opportunity, advance scientific investigation, give youth a worthwhile place to spend leisure time, and encourage the vocational advance of workers.

Concludes that the public library was a product of its environment at a time when the economic capacity of cities became sufficient to support such an institution.

23. SPAIN, FRANCES LANDER. *Libraries of South Carolina: Their origins and early history, 1700-1830.* Ph.D., University of Chicago, 1944.

Traces the early history of South Carolina libraries in the context of social and economic conditions. Study is based on both primary and secondary sources.

Analysis shows that all libraries but the Provincial were privately owned and supported by subscription societies, thus serving only a limited group; the English background of the settlers, reflected in their concern for books, was a strong influence for the establishment of these libraries; there was a close association among the church, school, and library; library societies developed in communities having a well-established economy, a sense of permanency, and a cultured society; the influence of local living and working habits upon the administration of the libraries can be recognized in the formulation of their rules and regulations.

24. DITZION, SIDNEY H. *Arsenals of a democratic culture: A social history of the American public library movement in New England and the Middle States from 1850 to 1900.* Ph.D., Columbia University, 1945.

A study of the foundations of the public library movement in the United States. Describes the cultural background for the movement; the political and social setting; the slow transition from private to public libraries in New England; the role of public libraries in mass education; the effect on the movement of humanitarian reforms, philanthropy, and the participation of labor; and the professional contribution of librarians.

The author concludes, "Both the institution and its methods were conceived ... as a contribution toward the self-realization of the broad masses of the people."

25. POWERS, SISTER MARY LUELLA. *The contribution of American Catholic commercial publishers, 1930-42.* Ph.D., University of Chicago, 1945.

Evaluates output of 13 American Catholic trade book publishers.

During 1930-42, the 13 publishers issued 1,755 new book titles, or 2 percent of the 86,645 net titles issued by all American publishers in the same subject areas covered by the Catholic publishers.

An analysis is made of the impact on American life of the

publishing output of the 13 Catholic publishers during a selected period, 1940-42. Author uses three techniques to measure this impact: (1) compares the titles by prominent Catholic authors issued by general publishers between 1940 and 1942 (105) with those published by the 13 Catholic firms (64) and by other Catholic publishers (41); (2) considers titles selected by the Catholic Book Club: 129 were issued by general publishers, 34 by the 13 Catholic publishers; (3) studies 1,002 book reviews appearing in Catholic periodicals for 1940-41.

Concludes that although the 13 Catholic publishers produced an impressive and commendable body of religious literature which would otherwise not have been available to American Catholics, they did not contribute in a vital manner to the intellectual, social, and political life of 20th-century America.

26. POWELL, BENJAMIN EDWARD. The development of libraries in Southern State universities to 1920. Ph.D., University of Chicago, 1946.

Surveys the history of State university libraries in Alabama, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Based on primary and secondary sources.

These libraries were administered by faculty committees until the early 1900's. By 1920, only 14 professional librarians had been appointed to the 8 libraries.

Although the importance of the library was recognized by these universities, financial support was weak during most of the period studied. The Civil War and Reconstruction retarded Southern State university library development between 1860 and 1900, as did low per-capita income in the South; the establishment of separate State colleges for men and women and for white and Negro students; and the establishment of specialized institutions such as teachers colleges and State agricultural and mechanical schools.

A summary chapter compares data about these eight libraries with that for State university libraries in California, Illinois, Michigan, Minnesota, and Wisconsin.

27. SABINE, JULIA ELIZABETH. Antecedents of the Newark Public Library. Ph.D., University of Chicago, 1946.

Studies the social and cultural background of New Jersey, the other Middle Atlantic States, and the city of Newark, prior to the formation of the Newark Public Library. Uses primary and secondary source materials.

Explores various factors which culminated in the founding of the Newark Public Library: The early Newark settlers brought with them the ideals of formal education and self-improvement; a precedent for limited library service had been set by subscription libraries; the expansion of commerce and industry resulted in a larger working class, which became articulate in seeking public education; the urge for self-improvement was stimulated by the Lyceum movement; an increasing demand for wholesome recreation for young people; legislation was passed to establish Statewide free education (1867) and school libraries (1871), and permissive legislation for public libraries was enacted in 1888.

28. SMITH, GEORGE DONALD. The nature of student reading. Ph.D., University of Chicago, 1946.

Identifies areas in which relationships exist between a student's reading, certain personal characteristics, and academic achievement. Based on subject literature, test results, and college library reading records for approximately 250 freshmen who entered the University of Chicago in the autumn quarter of 1936.

Findings include the following: (1) There is a definite relationship between students' curricular reading and their academic achievement. (2) There appears to be a close relationship between students' academic achievement and their free non-fiction reading. (3) There appears to be a relationship between the type or subject matter of fiction read and academic success; good students read more in "better" subject categories than do poor students. (4) There appears to be a very close relationship between the quality of fiction read and student academic success. (5) There appears to be a strong tendency for students rating high on educationally desirable traits (intellectual curiosity, scientific approach, etc.) to make greater use of curricular materials than do other students who achieve equal academic success. (6) There appears to be no other relationship between student reading and student possession of special aptitudes and abilities.

29. SMITH, SIDNEY BUTLER. The United States Government as bibliographer. Ph.D., University of Chicago, 1947.

Analyzes bibliographies issued by the Federal Government over a 46-year period in terms of agency production, subjects treated, and usefulness. Information was taken from published literature and from the Monthly Catalog of United States Government Publications for sample years between 1899 and 1944.

Findings include the following: about 5,500 bibliographies

were published during these 46 years; in the years 1899 and 1944 the Government Printing Office and the Department of Agriculture prepared the largest number of bibliographies. In the whole period 1899-1944, these two agencies, together with the Library of Congress, led all others in the number of bibliographies prepared; publication of bibliographies in specific subject fields increased in these years; the majority of these were general bibliographies of publications issued by an agency rather than those on specialized subjects.

Among other recommendations, suggests that more numerous critical annotations would be useful, and that introductory statements should specify the purpose of each bibliography, the quality or completeness of the material included in it, and the audience for which it was prepared.

30. WILLIAMS, DOROTHY GWENDOLYN. The treatment of the second Roosevelt administration in three popular magazines. Ph.D., University of Chicago, 1947.

Analyzes the content of three magazines to determine their attitudes toward the domestic and foreign policies of the U.S. Government during the second Roosevelt administration, four years of internal controversy and world conflict.

Information was derived from literature search and from examination of the January 1937 to January 1941 issues of the Saturday Evening Post, American Magazine, and Readers Digest.

Shows that the Post devoted about 16% of its pages to the Roosevelt administration, the Readers Digest about 10%, and the American Magazine about 5%. Attitudes revealed in all three magazines were unfavorable to the administration. The Post was most vehement and the most consistent, strongly conservative in its domestic views and isolationist in foreign affairs. The Digest objected to the domestic policies of the New Deal, but generally approved its conduct of foreign affairs and national defense. The American Magazine largely avoided controversy, but such evidence as did appear indicated qualified disapproval of, rather than support for, the administration's domestic and foreign policies.

31. BURKE, REDMOND AMBROSE. The control of reading by the Catholic Church. Ph.D., University of Chicago, 1948.

Discusses the role of the Catholic Church in controlling reading material for the layman.

Study is based on authoritative statements by the Catholic Church of regulations concerning the reading of Catholics, the

official application of these principles in particular cases by the Holy See, the interpretation of these principles by canonists, and informal discussions.

States that the Catholic Church has always had a great respect for books and maintains a twofold policy: to stimulate the reading of good books and to discourage the reading of books which might endanger faith or morals, as defined by the Church. Reviews the historical background of Church policy regarding censorship from three viewpoints: (1) imprimatur prior to publication; (2) prohibition of books after publication, including methods of examination and evaluation; (3) invocation of penalties against violators. Gives selected lists of forbidden authors and titles.

32. DAVIES, DAVID WILLIAM. The place of the Elziviers in the social history of the seventeenth century. Ph.D., University of Chicago, 1948.

Traces the activities of the Elzivier family from 1580 to 1712 against the background of the times. Information was derived from primary and secondary sources and from authorities on the subject.

The Elziviers were among the leading European printers, publishers, and booksellers for more than a century. They reflected their times as university printers, publishers (in Holland) of books which could not be issued in other countries because of restrictive laws, and publishers of leading authors of their day. Their contributions to the educational and cultural world of 17th-century Europe are documented.

33. Eaton, Thelma. The wandering printers of Spain and Portugal, 1473-1536. Ph.D., University of Chicago, 1948.

Identifies the earliest printers in Spain and Portugal and relates their movements and their production to contemporary demands for printed materials. Study is based on literature search.

Supplies great detail about the movements of, and editions printed by, 152 early printers. Evidence shows that the first Iberian presses were established in those cities which seemed to offer the best financial prospects to the German printers who drifted to the peninsula seeking a living. However, since more than half of the demand for printing at that time came from the Church, many printers found it necessary to move about in order to obtain business. Almost 60 percent of the books printed in Spain and Portugal during this period were the products of wandering printers.

In the 15th century, Salamanca and Seville were the largest printing centers; in the 16th Seville, Alcala de Henares, and Saragossa.

34. BROUGH, KENNETH J. Evolving conceptions of library service in four American universities: Chicago, Columbia, Harvard, Yale, 1876-1946. Ph.D., Stanford University, 1949.

Studies the evolution of several concepts of library service in four large American universities. Information is derived almost entirely from primary sources.

Until the last quarter of the 19th century preoccupation with the collection and preservation of materials was the rule in the libraries of these universities. Since that time emphasis has been placed on utilization as well as acquisition. As librarians have embraced the "use" concept, they have devised ways of making materials more accessible, both physically and bibliographically, and of giving personal assistance to readers.

The author also studies the educational preparation and university status of the four chief librarians. He cites three factors which have helped to establish university librarians on a par in scholarship and research interests, with their colleagues in other disciplines: the development of professional associations, the inauguration of graduate study in librarianship at the doctoral level, and increased research in the library field. Concludes by outlining topics deserving further study.

35. HENNE, FRANCES. Preconditional factors affecting the reading of young people. Ph.D., University of Chicago, 1949.

Identifies preconditional factors, i.e., student characteristics and the availability and accessibility of library materials, affecting the reading of high school students and analyzes their implications for the high school library. Study is based on literature of the field, data about 2,927 Chicago high school students derived from another study, and 9 reading guidance case studies.

Among the findings are that (1) each student has a unique reading pattern, and generalizations based on group studies can at best be only suggestive; (2) in the typical high school many students do not have a mechanical reading ability adequate for their needs; (3) reading habits cannot be precisely differentiated according to sex of reader, although some differences are noted; (4) the school library is used by high school students as the principal source of the materials they need; and

- (5) young people can raise the maturity level of their reading.

Recommends that school libraries reappraise their programs to stress (1) appropriate selection and accessibility of materials; (2) effective participation in the developmental reading program of schools; (3) systematic reading guidance to supplement that provided in informal programs.

36. McCARTY, PEARL SANDS. Reading interests of Florida secondary school pupils as determined by their book choices in their school libraries. Ed.D., University of Florida, 1949.

Determines the reading interests of Florida students in grades 7 through 12, noting implications about the extent of quality reading. Material was collected from literature review and from the reading records of 4,814 pupils in 15 Florida junior and senior high schools.

Among the findings are that Florida secondary school pupils read some very good books which were not required for school assignments; 7th- to 10th-grade boys were most interested in adventure stories, with general fiction their next choice; for 11th- and 12th-grade boys, this order of preference was reversed; general fiction interested most girls in all grades; although some of the "old favorites" were of interest to pupils, more than half of the books they preferred were published after 1930; pupil interest in Newbery Medal books was not so great as it should have been if the prize books actually were the best books of successive years for children.

37. SHAW, RALPH ROBERT. Literary property and the scholar. Ph.D., University of Chicago, 1950.

Examines U.S. copyright law, explores its weaknesses, and recommends changes. Information was obtained from American court records.

Finds that the principal source of confusion about copyright is lack of a clear and authoritative statement of what literary property is, what is to be protected, for whom, why, and how. Suggests restudying the literary property acts and the common law and redesigning them to achieve intended goals. Terms should be defined, and legislation passed which will be clearly understood and will provide protection to all concerned.

Other suggestions are to grant copyright only to authors; eliminate all unnecessary and nondiscrete terms in copyright law; provide a franchise for all public use when the author complies with the requirements of the statute and makes his first public use for profit.

38. COLLIER, FRANCIS GILMAN. A history of the American public library movement through 1880. Ph.D., Harvard University, 1951.

Traces the evolution of public libraries from book collections available only on a fee basis, to tax-supported agencies maintained by State legislatures, Congress, counties, school districts, and townships, to the municipally owned institutions of today.

More than 30 public libraries were opened in the 1850's; in the 1860's, some 40 more; and in the 1870's, over 140. By 1880, there were about 200 public libraries in the United States; Massachusetts had by far the most, Illinois the second largest number, Ohio the third.

Three things occurred in 1876 that did much to crystallize the concept of public libraries as educational institutions: the American Library Association was founded, the first professional library periodical, Library Journal, was inaugurated, and the U.S. Bureau of Education issued a massive report on Public Libraries in the United States of America: Their History, Conditions, and Management.

39. McNEAL, ARCHIE L. Rural reading interests: Needs related to availability. Ph.D., University of Chicago, 1951.

Surveys reading interests of a rural population in the South served by a State regional library program, to determine how well the existing library facilities satisfy needs of readers. Information derived from interviews with 385 men and 455 women in 10 counties of Tennessee.

Three major areas of concern are discussed: (1) history and present status of the regional library service; (2) reading interests--only 19% of the persons interviewed reported book reading; and (3) accessibility of material.

Suggests that the services of county agricultural personnel, public health and welfare workers, community leaders, Farm Bureau officials, and others might be enlisted to help in making books more easily available.

40. ROBINSON, RUTH W. Four community subscription libraries in colonial Pennsylvania: Darling, Hatboro, Lancaster, and Newtown (1743-1790). Ph.D., University of Pennsylvania, 1952.

Traces the development of four colonial libraries, with emphasis on their founders, organization, and collections. Based on primary and secondary sources.

States that the founders established these libraries to keep in touch with significant developments in British and European civilization and to collect practical books on roadbuilding, farming, etc. Examination of the books owned by the four library companies showed that belles lettres accounted for the largest number of titles, followed by history and biography, then religion and political science.

Suggests that these libraries helped create a reading public for literary works, a necessary condition for the evolution of a native American literature.

41. SHUKLA, CHAMPAKAL PRANSHANKAR. A study on the publications of the Government of India, with special reference to serial publications. Ph.D., University of Michigan, 1953.

Describes important publications of several branches of the Government of India and the background of the departments which issued them. Outlines the main divisions of the present government and their functions. Discusses four groups of publications dealing with administration in general: official works which present an introduction to the country and its people, administration reports, the Gazette of India, and publications giving information about administrative personnel.

Also discusses parliamentary publications, laws and acts of the Republic of India, judicial, census and financial, and statistical publications, catalogs of publications, and Government map publication work in relation to individual departmental production. Traces the history of the publication branch and describes its present activities, including a note on the problems of acquisition and organization of official Indian publications.

42. BIDLACK, RUSSELL EUGENE. The University of Michigan General Library: A history of its beginnings, 1837-1852. Ph.D., University of Michigan, 1954.

Describes the founding and early history of the General Library at the University of Michigan. Shows how the initial book stock was acquired, into what subject divisions it fell, and how the books were classified and cataloged. Places special emphasis on early purchases and gifts, and treats in detail the regulations, housing, and use of the library. Catalogs of 3,401 volumes acquired in Europe shortly after 1838 and two private collections purchased in 1844 and 1848 are given as appendices.

Discusses the administration of one librarian (1845 to 1848),

devoting particular attention to his adaptation of Jefferson's classification scheme and to the printed catalog issued in 1846. Ends with the period 1848-52, when various professors were in charge of the library and the first annual appropriation was made for its expansion.

43. BRANSCOMB, LEWIS C., JR. A bio-bibliographical study of Ernest Cushing Richardson, 1860-1939. Ph.D., University of Chicago, 1954.

Explores the life and works of Ernest Cushing Richardson, pioneer in American librarianship; identifies and evaluates his important contributions to the young profession; traces his effect on various aspects of library work, especially bibliographic organization; and demonstrates his influence on his own and later generations of librarians and scholars in many fields.

Shows that Richardson favored emphasis on scholarly aspects of library education, and suggested that library education should distinguish between preparation needed for work in an academic or research library and that needed for work in libraries for "popular" use. A large part of his contribution to librarianship, bibliography, history, and theology was made through his writings. His greatest single concrete achievement was transforming the National Union Catalog of the Library of Congress from an insignificant record of $1\frac{1}{2}$ million titles in 1927 to the magnificent bibliographical tool which listed and located 7 million titles in 16 million volumes in 1932. Concludes that the impetus to interlibrary cooperation and to world scholarship provided by this achievement is incalculable.

44. SHARMA, JAGDISH SARAN. Mahatma Gandhi: A descriptive bibliography. Ph.D., University of Michigan, 1954.

Classifies and arranges in systematic order annotated references to works in print by and about Gandhi found in numerous books, periodicals, and society publications. Presents a chronology of the main events in the life of Gandhi (1868-1948), particularly his nonviolent struggle for Indian independence. Includes 3,376 entries, 89.8% in English and the remainder in nine other European languages.

45. BALDWIN, RUTH MARIE. Alexander Gill the elder, High Master of St. Paul's School: An approach to Milton's intellectual development. Ph.D., University of Illinois, 1955.

Reconstructs the formal education of Alexander Gill, High Master (1609-35) of one school attended by John Milton. Lists references cited in Gill's three surviving works: The Treatise

Concerning the Trinitie of Persons in Unitie of the Deitie (1601), Logonomia Anglicana (1619), and Sacred Philosophie of the Holy Scripture (1635). Concludes that the writings of few men of that time revealed greater intimacy with contemporary literature. Suggests that the likelihood of Milton's having been influenced by this "wellspring" of literature justifies further study of the education, reading, and writings of Alexander Gill.

46. CONNOLLY, FATHER BRENDAN, S.J. The roots of Jesuit librarianship: 1540-1599. Ph.D., University of Chicago, 1955.

Explores the attitudes of Jesuits toward libraries, books, and reading from the founding of the Order until the promulgation of the Ratio Studiorum (The Plan of Studies), which controlled Jesuit education until 1832. Examines the five collections of rules for Jesuit librarians, showing that an underlying philosophy can be found in the instructions regarding the Jesuits' personal reading and books and also in those instructions meant for the guidance of Jesuits engaged in educational work in schools.

The author searched archives of the Order (and some printed materials) for concrete evidence of library holdings and for mention of libraries, librarians, reading, catalogs, and the like, and has included transcriptions of manuscript records of book holdings of five 16th-century Italian Jesuit colleges.

Concludes that two attitudes existed among 16th-century Jesuits in a state of uneasy truce: As men well educated by the standards of their time, they necessarily respected books and reading; as Catholic priests, however, living in a period of religious siege, they were interested less in the discovery of new truths than in the propagation of truths they held to be certain and of the greatest importance.

47. GRIMM, DOROTHY FEAR. A history of the Library Company of Philadelphia, 1731-1835. Ph.D., University of Pennsylvania, 1955.

Traces the history of the first subscription library to be established in the American Colonies. Founded in 1731 by Benjamin Franklin and other members of the Junto, the Library Company continued to operate in the same manner for more than two centuries, withstanding wars, depressions, and plagues. The heterogeneous religious and political beliefs of its managers assured continuous concern for the welfare of the library and played a significant part in the development of its well-balanced collection of books.

Changes in this library's administrative policies reflected events in American and Philadelphia history. Other libraries that were started in Philadelphia did not seriously rival the Library Company, but ran their course and were eventually assimilated.

Evaluates and analyzes catalogs of the company to show changes in reading trends: the first 40 books received dealt chiefly with science, while the 1,000-page Catalogue of 1835 shows the major holdings to have been in literature and history.

48. YENAWINE, WAYNE STEWART. The influence of scholars on research library development at the University of Illinois, Ph.D., University of Illinois, 1955.

Traces the development of the Illinois library from an "inconspicuous" university library in 1900 to a nationally important research library in 1930.

President Edmund J. James' redefinition of University functions elevated research to a new importance, and strong administration support of an expanded research program resulted in the development of a library designed to meet the needs of the University's scholars.

Other factors furnishing impetus to the growth of the research library included reorganization and expansion of the graduate school in 1906, strong library leadership, integration of library functions with research and graduate programs, and financial support based on a fiscal policy which embraced research objectives without compromising general library development.

49. BONK, WALLACE JOHN. The printing, publishing, and bookselling activities of John P. Sheldon and his associates in Detroit, 1817-1830. Ph.D., University of Michigan, 1956.

Deals with the Detroit Gazette, other publishing by the Gazette press, and the Detroit Book Store.

The Gazette was at first nonpartisan, but after 1825 the editors became personally involved in political affairs and began to criticize the Whig government of the Territory of Michigan.

More than one-third of the materials printed by Sheldon's company were official Territorial publications, including laws and bills of the councils and journals of their sessions. A list of official and general publications of the press is included in an appendix.

Also listed are 593 titles (predominantly in literature) advertised for sale in the Detroit Book Store between 1817 and 1828, furnishing an excellent picture of the contents of an average bookstore in one "small but aspiring community" far from metropolitan centers.

50. HARRINGTON, JOHN HENRY. The production and distribution of books in Western Europe to the year 1500. D.L.S., Columbia University, 1956.

Traces Western European book production and distribution from classical times through the 15th century to determine whether it is possible to apply the term "publishing" to activities carried on before the invention of movable type.

In classical and early Christian times, books were produced and distributed in sufficient quantities to satisfy the demands of a wide market; until the 12th century single and multiple copies were available, the majority originating in monastic scriptoria.

As social and intellectual forces demanded increased production, with its attendant economic problems, universities undertook to supply their scholars and masters with the accurate texts and commentaries necessary to their studies, and the "non-student" market was served by book producers who operated under a system of free enterprise. These activities must be termed "publishing" in the strict sense of the word.

Although the printing press made possible rapid duplication of identical copies, it did not create the book publishing industry; rather it was an enormous technological advance within an existing industry.

51. HARTIN, JOHN SYKES. The Southeastern United States in the novel through 1950: A bibliographic review. Ph.D., University of Michigan, 1956.

A descriptive bibliography of prose fiction set in 11 Southeastern States. Arranges information about these novels in a consistent form, including notes summarizing or annotating the plot, theme, or other features.

Concludes that the Southeast and its people have inspired fiction by authors from all parts of the United States and from several foreign countries. Suggests that this bibliography may serve as a tool for closer examination of the numerous novels having a Southeastern background.

52. KASER, DAVID EDWIN. Messrs. Carey & Lea of Philadelphia, 1822-1838. Ph.D., University of Michigan, 1956.

Traces the history of this publishing firm during a transitional period when the modern concept of publishing was evolving from the activities of the colonial printer-bookseller. During this time American authors first received patronage, and foreign authors first received remuneration for American publication of their works.

Considers the origins of the firm, its development, works published, how they were received by the public, relations between the firm and its authors, and developments in the book trade affecting publication. Indicates that Carey & Lea was the largest American house from 1830 to 1838, and shows the effect of this company's innovations on American literary history and on the book trade.

53. KRONICK, DAVID. The origins and development of the scientific and technological periodical press, 1665-1790. Ph.D., University of Chicago, 1956.

Examines antecedents of the scientific and technological periodical, the intellectual and cultural milieu in which it developed, and the forms and characteristics it assumed in the first century of its existence.

Analyzes contents of periodicals to distinguish original scientific writing from derivative (expositions of current theory, abstracts, reviews, etc.) and to identify other stated characteristics.

Shows that the scientific periodical was created in response to the scholarly needs of the time. Changing attitudes toward existing knowledge led to a tendency toward short communications based on the unity of each observation or experiment, as opposed to highly organized, comprehensive, and self-consistent systems of knowledge.

Concludes that newspapers, the almanac, and scholarly correspondence, by extension, created the pattern for the development of the format and the role of the scientific periodical, which in this period served an audience considerably different in needs and characteristics from the audience it serves today.

54. LEWIS, BENJAMIN MORGAN. A history and bibliography of American magazines, 1800-1810. Ph.D., University of Michigan, 1956.

Examines 138 short-lived magazines published in the United States between January 1, 1800 and December 31, 1809 and

presents bibliographical data about them in historical context. (A basic list of 125--of the 138--was found in University Microfilms' American Periodical Series, 1800-1825.)

Concludes that the best year of the decade for magazines was 1807, when 50 were active; that original literature of lasting importance was sadly lacking; that few magazines attained literary excellence; and that perhaps their most significant contribution lay in the provision of an outlet for discussion to the many important men who were their editors and contributors.

55. MCCOY, RALPH EDWARD. Banned in Boston: The development of literary censorship in Massachusetts. Ph.D., University of Illinois, 1956.

Traces the history of book-banning in Boston from Puritan times to the present. Describes the atmosphere surrounding the creation of the New England Watch and Ward Society in 1878 and its subsequent attempts to enforce a rigid concept of purity in written expression.

From 1909, Boston booksellers joined the Society in deciding what books might be sold in Boston, and their joint decisions were not challenged until 1926, when H. L. Mencken defiantly sold an issue of the American Mercury on Boston Common. Shortly thereafter, intellectual leaders in the state demanded changes in the obscenity laws.

States that today there is a strong civil liberties movement in Boston, supported by lawyers, librarians, booksellers, and publishers, and that the Massachusetts experience with censorship should ultimately provide a basis for accommodation between the ideologies of puritanism and democracy.

56. PENALOSA, FERNANDO. The Mexican book industry. Ph.D., University of Chicago, 1956.

Examines the legal basis for, and structure of, the book industry in Mexico, with special attention to copyright law, piracy, royalties, pricing, importation, and exportation. Describes in detail the relation of producer to distributor, summarizes types of publishers and book trade firms, considers characteristics of important publishers and booksellers, notes the output of publishers, and outlines the character and stock of important bookstores. Study is limited to publishers and outlets in Mexico City and its suburbs.

Shows that conditions in the Mexican book industry are determined by its peculiar structure: control of publishing by booksellers, whose profits derive chiefly from the sale of

imported books; lack of clear distinction between the functions of publishers and those of wholesalers and retailers; and the fact that the Mexican book industry is dominated by people who have close personal and business ties with foreign countries.

States that development and exploitation of the domestic market are hampered by widespread illiteracy and inadequate opportunities and facilities for education.

57. ABBOTT, JOHN CUSHMAN. Raymond Cazallis Davis and the University of Michigan General Library, 1877-1905. Ph.D., University of Michigan, 1957.

Provides a detailed description of the University of Michigan General Library during the administration of Raymond Cazallis Davis (1877-1905), giving biographical material sufficient to illuminate his role as librarian.

Traces the history of the library under Davis, emphasizing his major achievements: construction of the 1883 library building, increase of the book collections to meet the growing instructional and research needs of the university, improvements in the card catalogs, and innovations in classification.

58. CYPHERT, FREDERICK R. Current practice in the use of the library in selected junior high schools in Pennsylvania. Ed.D., University of Pittsburgh, 1957.

Determines current use of the libraries in 73 3-year junior high schools with enrollments of 500 to 1,500, on basis of instruction given in library usage skills; effect of curriculum and teaching practices on library use; purposes and extent of use of library materials; working relationships between teachers and librarians; the effect of physical conditions and personnel of the library on utilization of its services.

Summarizes and interprets data gathered by questionnaire and organized into categories reflecting school size and curriculum design. Shows that most schools offer some type of preplanned library instruction; school libraries are most often visited by students in English, social studies and core areas; librarians spend little time in curriculum planning; most of these schools have full-time certified librarians who devote 75 percent of their working time to professional duties.

Recommends that service to junior high schools be recognized in educational literature and practice as a distinct specialty within librarianship; that teacher-training institutions give more attention to library services, materials, and use; that principals and faculty study the library's potential for support of superior instruction; that librarians spend more time in curriculum study.

59. JOHNSON, ROBERT KELLOGG. Characteristics of libraries in selected higher military educational institutions in the United States. Ph.D., University of Illinois, 1957.

Surveys 18 libraries in 16 armed service schools. Based on manuscript and published information about the institutions and their libraries, questionnaires covering the education and experience of the librarians, and the author's observations.

Describes the origin, mission, and organizational pattern of each school and its library, as well as problems of equipment and supply, budget and other administrative matters, resources, acquisitions, cataloging, indexing, circulation, reference, and bibliography.

Finds that the libraries are "assigned to a relatively low level" in these institutions, that financial support is inadequate and undependable, that accountability controls are overly elaborate, that military personnel are not suited to "civilian-type" library jobs.

Emphasizes the fact that the most important experiments and developments in military academic libraries have occurred in those areas of library practice which are least subject to military and governmental control.

60. KENNERLY, SARAH LAW. Confederate juvenile imprints: Children's books and periodicals published in the Confederate States of America, 1861-1865. Ph.D., University of Michigan, 1957.

Analyzes children's books and periodicals published in the Confederate States. Describes and quotes from 150 books in three categories: textbooks (over 70 percent were primers, spellers, and readers for primary and intermediate grades), religious books (catechisms and Sabbath-school hymnbooks), and recreational books.

Indicates that the contents were mediocre in style and sentimental or moralistic in tone; that although this literature was not of lasting value, it reflected the stern attitude of the South toward the intellectual, moral, and religious training of children. Describes format and emergency makeshifts which have made these Confederate juveniles collectors' items.

Lists a representative group of extant books and periodicals judged most noteworthy in content or format, and includes a classified, annotated bibliography giving the location of extant titles.

61. KNAPP, PATRICIA B. The role of the library of a given college in implementing the course and non-course objectives of that college. Ph.D., University of Chicago, 1957.

Investigates student use of the Knox College library (Galesburg, Ill.) to determine the relationship between student borrowing and the instructional program which generated it. Data were gathered about the amount of borrowing, certain characteristics of the students, and characteristics of the courses which stimulated the borrowing.

Shows that student use of the library was almost entirely course-oriented, that reserve collections provided more than half of the materials borrowed, and that borrowing was concentrated in a small group of students. Factors which influenced use of the library for instructional purposes included size of class, level of class, kinds of material required, and subject of the course.

Finds that the contribution of the library to the college program is limited, and suggests that the library might emphasize its teaching function in order to promote among the faculty a broad concept of what the library is and what it can contribute to instruction.

62. LOWELL, MILDRED HAWKSWORTH. Indiana University Libraries, 1829-1942. Ph.D., University of Chicago, 1957.

Traces the development of the Indiana University Libraries during a period marked by changing social conditions, the transfiguration of higher education, and the creation of the American type of university. Study is divided into periods: dominance by the board of trustees, dominance by the university president, the Jenkins administration, and accelerated growth.

Outlines the changing role of the academic library and considers whether the Indiana libraries were remodeled according to a deliberate plan or developed haphazardly in response to pressures generated in the changing University. Shows that although these libraries adopted a new role, changes resulted chiefly from measures undertaken to meet the needs and contingencies of the moment.

63. MAIZELL, ROBERT EDWARD. Information gathering patterns and creativity: A study of research chemists in an industrial research laboratory. D.L.S., Columbia University, 1957.

Determines to what extent differences in information-gathering behavior and literature use are related to differences in creativity among industrial research chemists. Sample consisted of

94 industrial research chemists from a single laboratory; each man's creative ability was rated by more than one of his supervisors and validated by two independent creativity tests. Data on information-gathering patterns were collected from questionnaires and from records completed by the chemists at the end of each of 10 working days.

Information-gathering patterns of chemists considered most creative are compared with those for the least creative, and differences are listed in order of statistical significance levels. Finds no relation between years of professional experience or supervisory responsibility and the information-gathering habits of the most creative chemists, but indicates that individuals holding the Ph.D. degree consulted the literature more extensively than did those who had not earned this degree.

64. SCHICK, FRANK LEOPOLD. The paperbound book in America: The history of paperbacks and their European antecedents. Ph.D., University of Michigan, 1957.

Describes paperbound book publishing in America from the first days of colonial printing to 1955, indicates significant foreign influences, and explains the growth of the paperback industry. Information about publishing activities from 1939 to 1955 was obtained through personal interviews and correspondence with executive personnel of 43 paperback publishers.

Gives a history of individual firms and their paperback production and a chronological picture of the development of the industry as a whole, devoting separate sections to problems of technical production, literary output, the relationship between authors and publishers, censorship, and patterns of distribution.

Shows that this industry, bringing book ownership within the reach of every American, is of high cultural significance.

Since paperbacks are the only books that foreign countries can afford to import from the United States in quantity, they are important to the evaluation abroad of our cultural and literary standards. Suggests that paperbacks may change established methods of publishing, adding that they have already begun to influence the acquisition policies of American libraries.

65. STEPHENSON, HARRIET SHIRLEY KNOWLES. History of the Louisiana State Library, formerly Louisiana Library, formerly Louisiana Library Commission. Ph.D., Louisiana State University, 1957.

Traces the development of the Louisiana State Library from

its founding in 1920 as the Louisiana Library Commission through 1955, and studies the demonstration method of library development used by this agency to extend public library service.

Describes the events which led to the establishment of the commission, its accomplishments (particularly the conduct of demonstration libraries), and factors which supported its program for strengthening and extending library services throughout the state: a Carnegie grant to the commission, the enactment of a modern library law, the appointment of a school library supervisor by the Department of Education, and the establishment of the library school at Louisiana State University. Discusses the library's public relations program during each period of its history.

66. **TSIEN, TSUEN-HSUIN.** The pre-printing records of China: A study of the development of early Chinese inscriptions and books. Ph.D., University of Chicago, 1957.

Reconstructs a general picture of the development of Chinese written records from the bone and shell divination records of the 14th century B.C., to the introduction of printing about 700 A.D.

The first writings were recorded on a variety of materials; those preserved on hard surfaces are called inscriptions, those on perishable materials, books. Distinguishes between archaeological and literary records and traces the history of books and inscriptions, describing both hand and mechanical methods of recording data.

Notes that the texts of surviving records demonstrate the evolution of Chinese writing and show an increase in the number of written characters from some 2,000 used in bone inscriptions to the more than 18,000 known in 700 A.D. Summarizes social, political, economic, and intellectual forces which encouraged the use of written communication, increased the production of official and diplomatic documents and archives, stimulated the translation of foreign materials, and popularized education.

67. **ANDERS, MARY EDNA.** The development of public library service in the Southeastern States, 1895-1950. D.L.S., Columbia University, 1958.

Traces the development of public library service in the Southeast from the 1890's, when members of women's clubs and leaders in professions became interested in establishing libraries in their states. Enumerates several library "firsts" for the region, achieved between 1895 and 1905: the first free

public library, State library association, State library commission, and library training program.

Although leadership for the library movement came originally from women's clubs, support was found among State and professional associations, and growth was stimulated by Federal aid from the Works Progress Administration and the Tennessee Valley Authority, State aid, and funds were received from philanthropic foundations.

Compares public library facilities of the Southeast with those in the rest of the nation, showing that the Southeast has adopted county and regional library organization more widely than has the rest of the nation, but does not serve as great a proportion of its people; the rate of growth of library income and collections is not as great in the Southeast as in the rest of the nation, but use of libraries has increased there while declining elsewhere. Shows a positive relationship between improvement in economic and social conditions and library progress, and indicates that expansion of library service is closely related to the availability of outside financial aid and the presence of strong State library extension agencies.

68. HERTEL, ROBERT RUSSELL. The decline of the paperbound novel in America, 1890-1910, Ph.D., University of Illinois, 1958.

Shows why the publication of paperbound novels became unprofitable between 1890 and 1910, demonstrating that three factors--in addition to the International Copyright Law of 1891, which has been considered the chief cause--were equally responsible for the decline of paperback publishing: the great number of competing firms issuing paperbound novels singly and in series, the publication of large editions, and the existence of a large body of uncopyrighted fiction.

Increases in the cost of literary property, much of it foreign, led to piracy and to the publication of old and ephemeral material; only one firm developed its own corps of writers. Publishers became convinced that it was more profitable to reprint clothbound editions of their bestselling copyrighted novels for the low-priced market than to publish paperback series.

69. HEWLETT, LEROY. James Rivington, Loyalist printer, publisher and bookseller of the American Revolution, 1724-1802; a biographical-bibliographical study. Ph.D., University of Michigan, 1958.

Creates a full-scale biography of James Rivington and gives a detailed bibliography of his American publications, noting

the present location of extant copies in various libraries of the United States, Canada, and Great Britain. Relates Rivington's life to the times in which he lived, stressing his publication of Loyalist pamphlets and a Loyalist newspaper during the American Revolution.

Study of his activities generates useful information about American publishing history, freedom of the press, New York City during the Revolution, and bookselling practices in 18th-century England and America.

70. KRUMMEL, DONALD WILLIAM. Philadelphia music engraving and publishing, 1800-1820. Ph.D., University of Michigan, 1958.

Reconstructs the catalogs of Philadelphia publishers of engraved music and relates their music to the cultural environment they served. The 1,200 publications located and dated are listed in an appendix.

Recounts musical activities in Philadelphia during these 20 years, discussing trends in taste and the popularity of individual compositions. Distinguishes cultural evidence from bibliographical evidence used to date the music published, showing how imprint information can be deduced. For example, since most publishers did their own printing, it is possible to identify the publisher of a given work by studying the individual signs (musical notes, clefs, accidentals) impressed by the engraver's distinctive punches into the plates from which the music was printed.

71. KRUSE, PAUL. The story of the Encyclopaedia Britannica, 1768-1943. Ph.D., University of Chicago, 1958.

Summarizes the development of encyclopedias and encyclopedia publishing before the first edition of the Encyclopaedia Britannica in 1768. Deals principally with the shifts in ownership and the publication of numbered editions from 1768 to 1942, describing various proprietorships in detail. Discusses American piracies and analyzes court decisions on copyright questions.

Concludes that the Britannica represents an anomalous union between business and scholarship, and states that this publication, which has contributed greatly to the popularization of knowledge, has had the longest successful career of any encyclopedia published.

72. LINCOLN, SISTER MARY EDMUND, C.S.J. Cultural significance of the Minneapolis Public Library in its origins and development: A study in the relations of the public library and American society. Ph.D., University of Minnesota, 1958.

Surveys American library history and analyzes ideas and theories behind 19th-century public library movement. Studies four factors which had a major influence on library origins: economic ability, a favorable attitude toward culture, civic pride, and popular support.

Presents the origins and growth of the Minneapolis Public Library in context of its environment, interpreted in light of both local and national trends. The growth of industry, the traditional American faith in education and reading, the contributions of philanthropy to the public welfare, the efforts of the local government to increase its services, and society's symbolic need for an institution to embody the ideals of 19th-century democracy all combined to effect the foundation of the Minneapolis library. Though Minneapolis leaders were not concerned directly with the theoretical goals envisioned by founders of public libraries elsewhere, ultimately the major ideals of the American public library movement were embodied in their library.

73. LINDER, LEROY H. Rise of current complete national bibliography in England, France, Germany, and the U.S., 1564 to 1939. Ph.D., University of Chicago, 1958.

Examines the development of current complete national bibliographies in France, England, Germany, and the United States from their inception to the outbreak of World War II. Appendices tabulate the significant features of scope, bibliographical data supplied, and arrangement.

Nearly 90 percent of the bibliographies examined owe their origin and support to publishers and booksellers. Two major patterns of development are identified: the more important seems to be the movement from a single, all-inclusive list to an integrated group of lists or simply a proliferation of lists; the other is consolidation in a single bibliography of entries formerly found in separate lists. Defines characteristics of successful bibliographical enterprises.

Finds that the scope has constantly enlarged with the passing years and that the number of bibliographical details supplied with an entry has increased. Reports that France, England, and Germany favor classified arrangement of entries, while the United States favors alphabetical. States that trends indicate that alphabetical arrangement may eventually prevail in most current complete national bibliographies.

74. MCGUIRE, ALICE BROOKS. Developmental values in children's literature. Ph.D., University of Chicago, 1958.

Demonstrates and tests three propositions about developmental values in four books written for preadolescents. The authors' purposes and the values which they intended to communicate were identified and studied in relation to statements of developmental tasks; then teachers and librarians working with children were asked to assess the potential values and implications of the books in terms of nine specific developmental tasks. A sample of boys and girls was surveyed just after they finished reading the books and again one year later in an attempt to discover what developmental values they had absorbed and applied.

Shows that each author attempted to communicate some combination of developmental values, and that the adult appraisers generally assessed these values correctly. Concludes that stories which provide enjoyable reading experiences for children are most effective in communicating developmental values.

75. MADDOX, LUCY JANE. Trends and issues in American librarianship as reflected in the papers and proceedings of the American Library Association, 1876-1885. Ph.D., University of Michigan, 1958.

Traces the early history of the modern American library movement and identifies trends and issues which developed during this decade. Reviews the conference of 1876 which culminated in the formation of the American Library Association and analyzes its results.

The most widely discussed library topics of the decade were classification and cataloging. Also considered were proposed cooperative ventures, development of public library service for adults and, in the area of library service to children, public library cooperation with public schools. Other issues of special interest were the planning of more functional and economical library buildings; the qualifications, duties, and training of librarians; library legislation; the printing and distribution of public documents; bibliography as a science; and systems of charging books.

Evaluates the contributions which library pioneers made during this decade, and concludes that although libraries have enlarged their area of service, the methods established during the first decade of the American Library Association are still widely used, and that many of the general patterns which emerged at that time have formed the basis for library achievements of later years.

76. POSTE, LESLIE I. The development of U.S. protection of libraries and archives in Europe during World War II. Ph.D., University of Chicago, 1958.

Presents data about pertinent international law, policies of the U.S. Government, and the establishment and activities of civilian agencies for such protection.

Finds that international agreements protecting libraries were a 19th-century extension of agreements protecting private property. Libraries in German-occupied areas suffered most from plundering, and German libraries were most severely damaged by aerial bombardment. Allied measures for the protection and preservation of cultural resources were initiated by the British, but the problems of libraries and archives in war areas were not comprehended fully enough in time for the Allied armies to take appropriate measures for their protection. Dispersion of materials away from densely populated areas proved to be the most effective protection.

The Offenbach Archival Depot accomplished the restitution of more than 1,500,000 items that had been plundered from libraries in German-occupied areas.

77. TRACY, WARREN. The public library and the courts. Ph.D., University of Chicago, 1958.

Analyzes court decisions applying to the American public library, investigating all cases containing references to the library as a public institution. Identifies the issues on which public libraries have been involved in court decisions, determines the principles motivating the courts' decisions, and formulates into a systematic presentation the principles of law which affect the public library.

Contains chapters on the public library and the State; trusts and the public library; the public library board; public library money, including the authority to levy taxes for the public library and the validity of the library levy; public library contracts; the acquisition of library property; and library statutes in general. Includes a table of cases.

78. HARMER, WILLIAM R. The effect of a library training program on summer loss or gain in reading abilities. Ph.D., University of Minnesota, 1959.

Attempts to determine the influence of a public library training program during a summer vacation period on the reading ability of 4th-grade children. Information for study comes from literature in the field and test results from 470 pupils in 8

experimental and 8 control classes selected from the Minneapolis public schools. The experimental group differed from the control group in only one respect: they underwent a 10-day training session by the children's librarians of the Minneapolis Public Library.

Finds that in the following areas the library training program did not cause the experimental group to achieve significantly better test scores than the control group: basic vocabulary (both groups showed slight losses), reading to remember and organize facts in correct sequence, and reading to evaluate and interpret. However, the experimental group achieved better scores than the control group in reading to retain information and in reading to appreciate (making inferences about what was read).

Girls achieved significantly better scores than boys at the end of the summer vacation. More books were read by the experimental group than by the control group.

Results received from both groups indicate that children do not make reading progress during the summer months comparable with that achieved during the regular school term.

79. LINDERMAN, WINIFRED B. History of the Columbia University library, 1876-1926. Ph.D., Columbia University, 1959.

Covers history of the Columbia University library from 1876, when the university was still a small undergraduate college with only a school of law and a school of mines, up to 1926, when it was already a large metropolitan university with well-established graduate and professional schools. The arrival in 1876 of Professor John W. Burgess, who insisted on adequate and properly maintained library collections, and the establishment in 1880 of a graduate school with a program of research placed new emphasis on the library as an aid in achieving the educational objectives of the institution.

Examines changes in governmental organization, growth of resources, services, problems of space, centralization vs. dispersal of collections, and integration of the library into the educational program. Traces the library's leaders from a minister-custodian to Melvil Dewey, who established the library school and organized the unified collections in a new building. Mentions several subsequent librarians and contributions they made to the university concept of service.

80. VILLALON, ALBERTO. An introduction to Latin American juridical bibliography. Ph.D., University of Michigan, 1959.

An annotated bibliography which presents the legal literature

of and about Latin America. Includes chapters on bibliography, Latin American juridical bibliography, and bibliographical techniques and international cooperation.

The bibliography proper devotes a chapter to each country in Latin America and one to Puerto Rico. General bibliographies useful for a study of legal production of Latin America are included, and juridical bibliographies as well as books and periodical articles on Latin American law are described. Titles and quoted annotations are in their original languages; the introduction and notes by the author are in Spanish.

Concludes that there is no adequate bibliographical apparatus for control of the juridical production of the world, and that in Latin America, where there is an important juridical literature but no satisfactory control, efforts should be focused without delay on the establishment of a continental, supranational bibliographical service.

81. WILLIAMSON, WILLIAM LANDRAM. William Frederick Poole and the modern library movement. Ph.D., University of Chicago, 1959.

A professional biography of William Poole (1821-94), describing his influence on American librarianship. Traces his career from 1847, before public libraries existed. He became librarian of three social libraries, organized a number of new libraries, and served as executive head of several others. Poole's Index, an index to periodicals, was his outstanding contribution to scholarship. He was elected president of the American Historical Association as well as of the American Library Association.

Poole was constantly consulted by library colleagues, particularly in connection with problems of organization and management. He stood for flexibility and adaptability, as opposed to the uniformity and codification urged by many others of his time, Melvil Dewey in particular. Two of his ideas have come to form a keynote of recent library practice--the abandonment of monumental library construction in favor of low-ceilinged, flexible buildings broken into small rooms; and subject departmentalization as plan of service best adapted to needs of library patrons.

82. BUNDY, MARY LEE. The attitudes and opinions of farm families in Illinois toward matters related to rural library development. Ph.D., University of Illinois, 1960.

Surveys 800 Illinois farm families to determine what library materials and services they would like to have available through a public library and to gain an indication of their present attitude toward library development in Illinois. Through questionnaires, data were gathered on the reading of individuals,

the source of their reading materials, subjects of greatest interest, kinds of library service preferred, and attitudes about library service in the community.

Replies showed that most farmers are unaware of a need for improvement in library service and that they are accustomed to paying a fee for the use of books. Emphasizes that if library promotion is to be effective in rural areas, it must begin with an understanding of the farmer's way of life and the role of other communication agencies serving farm family needs, and must recognize changes taking place in farm economy.

Suggests that certain commonly accepted library practices should be re-examined, such as use of bookmobiles in rural areas. Recommends certain approaches to be utilized in demonstration projects or other programs designed to win rural acceptance of tax-supported library service in Illinois.

83. CANTRELL, CLYDE HULL. The reading habits of ante-bellum Southerners. Ph.D., University of Illinois, 1960.

Records reading of all types in all languages by 13 persons representing all classes of Southern society except slaves. Information derived from diaries, journals, autobiographies, and letters written by the 13. Includes a biography of each one.

Of the 1,157 titles mentioned in the study, 64 percent are in the humanities, 26 percent in social studies, and 5.6 percent in science; the titles in these areas are discussed at some length. Reviews publications dealing with reading and culture in the Old South and describes the availability of books. Refutes the claims of critics who argue that Southerners of the antebellum period read little but the works of Scott, the Bible, an occasional almanac, and newspapers. Appendices give titles of books read and examined by the diarists and lists the books advertised in newspapers of the time.

84. CARRIER, ESTHER JANE. Fiction in public libraries of the United States, 1876-1900. Ph.D., University of Michigan, 1960.

Surveys attitudes of librarians and policies of public libraries in the United States toward fiction. Compares librarians' opinion of selected contemporary books with that of literary critics, as seen in book reviews.

During this period two major types of fiction were criticized, the popular domestic and sensational novel in the earlier years

and the realistic novel in the later. Although most librarians supported a critical attitude toward fiction, study of popular literature of the day generally exonerates them of charges of being overcritical. There was agreement on two points: no immoral books should be supplied, and libraries should raise the level of reading. There were differences of opinion about what constituted immorality and what beginning level books should be provided. Indicates that librarians demonstrated more leadership in demanding books of better quality than did reviewers. Most librarians attempted to supply the best books that users would read.

85. DARLING, RICHARD LEWIS. Reviewing of children's books in American periodicals, 1865-1881. Ph.D., University of Michigan, 1960.

Surveys post-Civil War trends in publication and criticism of children's books, demonstrating that these books constituted an important part of publishing during this period and that significant reviews of great numbers of children's books appeared in nearly every type of contemporary magazine.

Detailed analysis shows that these reviews were generally of high quality, evaluating both literary merit and interest to children. Reviews in The Nation, Literary World, and several other important American periodicals were outstanding, skillfully analyzing hundreds of books.

86. DUCAT, SISTER MARY PETER CLAVER, O.P. Student and faculty use of the library in three secondary schools. D.L.S., Columbia University, 1960.

Determines nature and extent of use of the library in three secondary schools; describes such characteristics as sex, grade, I.Q., academic rank in class, and reading level of users and nonusers. Isolates factors affecting or explaining patterns of library use among teachers and students of the schools.

Data were gathered from questionnaires on use of and attitudes toward libraries, answered by 2,266 students and 108 teachers in 3 coeducational parochial secondary schools in the Middle West; from records of actual use made of school libraries by teachers and students during a typical week; and from supplementary data obtained from 932 students in 1 school for a depth study of characteristics of these students in relation to their use of school and public library facilities.

Shows that wide variation exists in estimates of importance of library materials among teachers within same subject area; that only a small percentage of students make regular and

frequent visits to school library; that more good students than poor students make use of the school library; and that most students use the public library as a complement to the school library. Finds little evidence to indicate that the school library plays a vital role in total school program; also reveals lack of leadership at higher levels of administration in encouraging faculty to use the school library as source of materials in the teaching program.

87. GARRISON, GUY GRADY. Voting behavior on public library bond issues: An analysis of three elections in Seattle, Washington, 1950-1956. Ph.D., University of Illinois, 1960.

Considers relationships between socioeconomic characteristics of population groups and their rate of voting favorably on bond issues for the construction of a new central library building. Socioeconomic indexes were developed, based on 1950 census data. Scores for 94 census tracts of the city given according to educational level, occupational status, social rank, urbanization, median income, home ownership, women in the labor force, and single-family dwellings. These variables were then correlated with the indexes to voting behavior to provide a basis for analysis of elections in 1950, 1952, and 1956.

Results were as follows: there was an overall increase in the percent of favorable vote in each election; areas that increased most were those most favorable in the first election. There was strong positive correlation between educational level and rate of favorable vote, and definite correlation between occupational status and rate of favorable vote. There was negative correlation between median income and favorable vote and between home ownership and favorable vote. Findings show resistance in areas where the residential pattern showed single-family owner-occupied homes, and where craftsmen and laborers formed the main occupational group.

88. HARLAN, ROBERT DALE. William Strahan: Eighteenth-century London printer and publisher. Ph.D., University of Michigan, 1960.

Traces in detail Strahan's career between 1736 and 1785. Study is based on Strahan's extensive business records (preserved in the British Museum), on books printed by his firm,

and on correspondence with David Hall found in the David Hall Collections in the American Philosophical Society and the Historical Society of Pennsylvania.

Describes the rapid growth of Strahan's printing firm, his acceptance of books from publishers in payment for printing debts, and his establishment of a market in the American Colonies as a result of being denied the right to sell books to the English public. As a printer, he was denied permission to publish by the powerful group of London publishers, so he turned to the authors, purchasing shares in their works directly from them. The popularity and financial success of these books eventually compelled the publishers to accept Strahan as their peer, and his generosity to authors and ability to recognize potential bestsellers contributed to his eminence as a publisher.

Appendix B, "Short-Title Catalog of Books in which William Strahan Owned Shares," lists alphabetically by author some 300 works published by Strahan, giving the date when he purchased his shares and their size and cost.

89. KEPHART, JOHN EDGAR. A voice for freedom: The Signal of Liberty, 1841-1848. Ph.D., University of Michigan, 1960.

Analyzes and evaluates the Signal of Liberty, official newspaper of the Michigan State Anti-Slavery Society and the Michigan Liberty Party. Considers format, content, financial operation, and opinions and attitudes of the editors. The newspaper contained articles supporting abolitionism in Michigan, while serving also as a general family newspaper.

Theodore Foster, the editor, was active in politics and advocated reform in many areas of public and government morality. His associate, Beckley, was active in the antislavery cause; he served as lecturer for the American Anti-Slavery Society in New England and New York, and later became known for similar work in Michigan.

The Signal, as official voice of the Michigan Liberty Party, reflected the progress of that movement. Conflicting views arose about issues to be included in the party platform, and this controversy, coupled with the rise of abolitionist feeling among radical Whigs and Democrats, led to collapse of the Liberty Party. The author states that this newspaper aided development of radical thinking which culminated in formation of the Republican Party and that Foster and Beckley deserve recognition for their part in the growth of Liberty Party doctrines in Michigan.

90. KIDDER, ROBERT WILSON. The contribution of Daniel Fowle to New Hampshire printing, 1756-1787. Ph.D., University of Illinois, 1960.

Traces the 31-year career of Daniel Fowle, printer, which began when he was apprenticed to Samuel Kneeland at the age of 19. Covers his 10-year partnership with Gamaliel Rogers and his several years as sole publisher of the New Hampshire Gazette.

Fifty percent of the production of his firm was Government printing; 56 percent of his book and job printing was in theological works, and the next largest percent of his output was in almanacs. In general, the practices of his firm conformed to established practices of other colonial printers.

Indicates that Daniel Fowle, through his training of apprentices and his employment of junior partners, had an important effect on other printing firms in Portsmouth and Exeter.

91. KRAUS, JOE WALKER. Book collections of five colonial college libraries: A subject analysis. Ph.D., University of Illinois, 1960.

Considers the availability of books and the nature and use of book collections at five colleges established during the colonial period of American history. Data were found in 10 printed catalogs and in the published lists citing the principal book donations to Harvard, the College of William and Mary, Yale, the College of New Jersey (Princeton), and the College of Rhode Island (Brown).

Gives a chronological account of the development of these collections and presents a description of subjects taught in these schools, methods of teaching and learning, and academic preparation of the teachers and students. Compares the 5 collections, after dividing the books into 10 classes, and shows the number of titles in each subject in each school. Demonstrates that the libraries were well supplied with theological works, but not to the exclusion of important titles in history, literature, and science. Indicates that students were urged by teachers and college presidents to use the libraries.

92. KRUZAS, ANTHONY THOMAS. The development of special libraries for American business and industry. Ph.D., University of Michigan, 1960.

Identifies five major types of organizations that maintain special libraries: business and industrial companies, nonprofit associations and institutions, institutions of higher learning,

government agencies, and large public library systems. Shows that by 1957, company libraries represented the largest single group of special libraries. Analyzes data about 1,000 company libraries established before 1941, and shows the distribution of libraries by type of company or business, dates of establishment, geographical distribution by state and metropolitan center, and distribution of libraries according to their functional character.

Traces origin of company libraries from their beginnings as comparatively small book collections in company offices and laboratories during the 19th century. Describes activities of company librarians who transformed static collections into true special libraries around the turn of the century. Identifies and analyzes central concepts of librarianship in special libraries as illustrated by dominant characteristics of company libraries. Identifies important contributions made by company libraries to special library movement in the 20th century.

93. NIEMI, TAISTO JOHN. The Finnish Lutheran Book Concern, 1900-1960: A historical and developmental study. Ph.D., University of Michigan, 1960.

Traces historical development of a religious, Finnish-language press considered representative of successful foreign-language presses in the United States. Covers all aspects of its historical development, including financial organization and fluctuations, printing activities, and its impact on Finnish immigrants. Also gives background information on immigration and settlement of Finns in the United States.

Concludes that this publishing house has furnished excellent service to the lay and religious members of the synod, as well as other Finnish population in the area. The Book Concern has given a strong publications service to young and old, and has supported the synod's activities with financial aid.

94. PARKER, JOHN. Books to build an empire: A bibliographical history of English overseas interests to 1620. Ph.D., University of Michigan, 1960.

Surveys literature reflective of English interest in overseas regions up to the end of 1620. Traces the development of this literature and tries to establish the extent of popular interest in it by determining the frequency with which books on overseas regions appeared. Notes appeals made by authors, translators, and publishers as well as their comments on the public attitude, and observes which classes of people most frequently showed interest.

States that until mid-16th century, few books were published with intent to interest English readers in acquiring overseas territories or extending English commerce or religion to newly discovered lands.

Travel and exploration literature published in England from 1552 to 1603 shows gradual development of interest in discoveries of Spanish, Portuguese, and French explorers as well as deep concern for solving England's export and population problems by finding new markets and establishing colonies in the New World.

95. SKIPPER, JAMES EVERETT. The Ohio State University Library, 1873-1913. Ph.D., University of Michigan, 1960.

Traces beginnings of the library of Ohio State University, one of the many institutions of higher education established as a result of the Morrill Act of 1862. Development of this library reflected the evolving educational philosophy which attempted to provide educational opportunities for the industrial and agricultural classes while maintaining intellectual standards equal to those in liberal arts schools.

Examines the limited physical facilities available for library purposes in early years and effect of space limitations on student behavior and circulation regulations. Studies the administrative structure of the library and its relation to faculty and trustees. Describes collections acquired before 1893, problems involved in integrating departmental collections into the library system, establishment of a cataloging policy, and recognition of the responsibility for library instruction.

Data were obtained from annual reports, committee reports, correspondence files, newspapers, accession books, and archival material.

II. ORGANIZATION AND ADMINISTRATION

96. KOOS, FRANK HERMANN. State participation in public school library service. Ed.D., Columbia University, Teachers College, 1927.

Identifies and analyzes activities of those Government agencies authorized by law to give service to public school libraries, and suggests a program to encourage development of such libraries. Sources of information include legal codes and session laws of States, reports of efficiency and economic commissions and other agencies, State courses of study, correspondence, and library and educational literature.

Gives detailed analysis of State statutory provisions relating to school libraries, State education departments, State libraries and commissions, local authorities, school library supervisors, etc. Analyzes State-provided and other printed materials relating to school library standards, book lists, certification and training of librarians, library and book instruction, traveling libraries, and statistical and informational reports.

Recommends that State library leadership be exercised by the State departments of education and that State programs be given proper financial and other support.

97. ROSENLOF, GEORGE W. The teachers college library. Ed.D., Columbia University, Teachers College, 1928.

Studies book collections and related holdings, administration, staff, and budgets of teachers college and normal school libraries in the United States, and proposes new standards based on findings and existing standards.

Among other recommendations, suggests the following: minimum book holdings in these libraries should be 25,000 volumes and 150 periodical subscriptions; provision should be made for separate training-school libraries; separate textbook collections should be available for student examination; the libraries should be staffed by sufficient qualified personnel--a minimum of one head librarian plus two other full-time persons; a certain percentage of the total college budget should be allocated to the library (7 percent in institutions having less than 1,000 students; 5 percent in those with enrollments of more than 1,500).

98. EMERSON, WALLACE LEROY. A study of secondary school libraries in the United States from the standpoint of educational administration. Ph.D., University of Southern California, 1933.

Analyzes U.S. secondary school and junior college libraries in relation to State department of education policies and practices, training of librarians, and library conditions in general.

Data were derived from library school catalogs and questionnaires returned by 50 junior colleges (29 percent of U.S. total), 437 high school libraries (19.6 percent), 208 junior high school libraries (80 percent), and 47 State departments of education, as well as returns from 645 questionnaires sent to secondary school principals.

Findings include the following: in general, State departments of education have not formulated functional objectives for the secondary school library; 67.5 percent of high school librarians, 65 percent of junior high school librarians, and 54.5 percent of junior college librarians received their training at accredited library schools; in relation to existing standards, library support seems fairly adequate in junior high schools, less so in high schools, and least adequate in junior colleges; selection of books seems not to be governed by definite and adequate policies; although most junior high school libraries are inadequately housed, they are generally in better condition than high school libraries, while junior college libraries are in poorest condition.

99. JOECKEL, CARLETON BRUNS. The government of the American public library. Ph.D., University of Chicago, 1934.

Gives detailed description, analysis, and evaluation of the public library's place in the structure of government in the United States. Considers the legal forms and types of governmental organization of public libraries, and their relation to the political units to which they are attached or which they serve. Study is based on data on 310 libraries serving populations of more than 30,000, though some consideration is also given to those in smaller communities.

Discusses improvements in library legislation, including concept of uniformity, Federal relations, and Federal aid. Considers (among other questions) the legal and administrative nature of school-district public libraries, board management for municipal libraries, and large-unit systems of service (including those in metropolitan areas).

100. MILLER, ROBERT ALEXANDER. Cost accounting for libraries: A technique for determining the labor costs of acquisition and cataloguing work. Ph.D., University of Chicago, 1936.

Develops a method for obtaining library cost data for purposes of administrative evaluation and planning. Studies an 8-week period of activity in the acquisition and cataloging department of one large university library assumed to be typical. Timesheets were constructed, listing the various operations and detailed routines, and the cost of each operation was analyzed. Suggests areas where simplification of routines might reduce costs.

101. PURDY, GEORGE FLINT. A study of the status of the public library in Middle-Western society. Ph.D., University of Chicago, 1936.

Compares variations in public library resources and services of seven Middle Western States (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) with the distribution of other reading materials, and with economic and educational factors. Of the sample of 254 (of 622) counties studied, 154 were selected at random, and 100 according to whether they served a rural or urban population.

In general, counties having relatively advanced library development rated high in urbanization, wealth, secondary school enrollment, "extent of popularization of education," and number of radios, general magazines, and daily newspapers.

While wealth appeared to be the most important condition for library development, it accounted for only a little more than half of the variations in library service. Suggests the need for study of the influence of other factors.

102. LEIDNER, SISTER M. DOROTHY. Libraries in Catholic secondary schools: A study based on the secondary schools in the Diocese of Brooklyn. Ph.D., Fordham University, 1938.

Evaluates 38 of 44 Catholic secondary school libraries in the Brooklyn diocese in terms of New York State and regional standards and library practices elsewhere. Data were obtained through questionnaires and personal visits.

Findings include the following: (1) there is a shortage of trained personnel in these libraries; (2) 75 percent of the schools have set aside separate rooms for their libraries, and of these, 66 percent have an adequate seating capacity; (3) collections of books and related materials are well balanced; (4) more than half of the schools have regular appropriations for library use, while

others receive library funds as needed; (5) in over two-thirds of the schools, a regular program of library instruction is given by the librarian; (6) many devices have been employed successfully to stimulate extensive utilization of the school library by both students and teachers.

103. RICHARDSON, MARY C. Implementing a building for the library and the Library School Department of the State Normal School at Geneseo, New York, in terms of the curricula offered. Ed.D., New York University, 1938.

Analyzes Geneseo's need for a new combined library/library school building, and presents actual plans intended to serve as a guide not only for this school, but also for other small teachers colleges. The author was librarian at Geneseo for more than 20 years. Study is based on examination of changing conditions affecting the school, correspondence with experts, and a survey of literature in the field.

Reviews place of the library in the college and analyzes the library building according to the needs of its various clientele and the library staff. Examines requirements of the Library School Department at Geneseo, citing other library schools which are located in library buildings. Presents basic principles and considerable detail in support of the contention that a new building is needed.

104. CECIL, HENRY LEROY. An interpretive study of library service for the school superintendent. Ed.D., New York University, 1939.

Reviews history of school library service, interprets its importance, and describes and analyzes current administrative forms and practices. Information was derived from literature of the field, from questionnaires returned by 67 cities (35 with populations of over 100,000) in 27 States, from superintendents of schools, and from librarians in public and school libraries.

Among the findings are: 29 States have enacted permissive legislation for establishment of school libraries, while 15 others have enacted mandatory legislation; 20 percent of the central libraries in 67 cities are public library branches serving both schools and the general public; 47 percent of the 3,278 schools represented in the study have central libraries.

Some of the conclusions are that the school library is recognized as an integral part of the school organization; library service to schools is most effective where supervision of school

libraries is on a Statewide basis; generous State aid is needed in almost all States for the provision of reasonably adequate Statewide school library service.

105. GLEASON, ELIZA ATKINS. The government and administration of public library service to Negroes in the South. Ph.D., University of Chicago, 1939.

Studies background and development of public library service to Negroes in the South. Data were derived from published materials, correspondence with State library agencies, records of the American Library Association, and personal observation.

Among other findings are the following: (1) the Negro population of the South receives much less public library service than does the white; (2) Negro library service is most often found in comparatively wealthy areas and in large population centers; (3) in areas of low economic capability, the separate-but-equal system of library service has created special difficulties in the provision of adequate facilities for and service to Negroes; (4) statistics on library service to Negroes are "unsatisfactory."

106. AXE, FRED WARREN. A technique for making secondary school library apportionments on the basis of relative need. Ed.D., University of Southern California, 1940.

Delineates a technique for measuring and comparing the book fund needs of secondary schools. Study is based on official records and on returns from a questionnaire sent to junior and senior high schools in Los Angeles.

Concludes that the most valid measure of need for library book funds is the number of pupil-periods of social studies offered by the schools (with the exception of continuation high schools and trade schools). If accurate data are not available, weighted average daily attendance may serve.

107. BROWN, HOWARD WASHINGTON. A study of methods and practices in supplying library service to public elementary schools in the United States. Ph.D., University of Pennsylvania, 1941.

Determines the methods and practices followed by libraries serving public elementary schools in American cities with populations of 10,000 or more. Information was derived from questionnaires returned by 631 (of 918) superintendents of school systems. In 76 percent of the cases studied, a school board provides support and exercises control.

Of the 8,772 schools surveyed, 65 percent have classroom collections only, 16 percent centralized libraries only, and 19 percent both types of facilities. The average number of volumes in centralized libraries serving schools with enrollments of less than 500 is 1,309; for those over 500, the average is 1,936. These averages are more than twice as high as those for schools which have classroom collections.

Concludes that the collections in these libraries include many "inappropriate" books, since only 33 percent of the books in the small libraries and 43 percent of those in the large are listed in the Children's Catalog.

Principals reported extensive use of school libraries by both pupils and teachers.

108. DEILY, ROBERT HOWARD. Public library expenditures in cities of over 100,000 population in relation to municipal expenditures and economic ability. Ph.D., University of Chicago, 1941.

Tests assumption that public library expenditures are affected more by economic ability of cities than by other factors by comparing the 1937 public library expenditures of 95 large cities with their expenditures for municipal operation in general and their economic ability.

Indexes for library expenditures, municipal expenditures, and economic ability are established and compared, city by city and according to seven geographic regions. From the eight patterns noted, three conclusions are drawn: (1) levels of municipal expenditure and economic ability tend to correspond; (2) a similar correlation exists between library expenditures and economic ability; (3) municipal expenditure per capita is likely to be a more valid measure for library expenditure than the theoretical concept "economic ability."

109. VEIT, FRITZ. State supervision of public libraries, with special emphasis on the organization and functions of State library extension agencies. Ph.D., University of Chicago, 1941.

Studies the organization and activities of State library extension agencies as they relate to supervision of public libraries. Based on literature search and on data obtained from questionnaires sent to State agencies by the U.S. Office of Education.

Among the findings are the following: State library boards generally are instrumental in popularizing the "library idea" throughout their States; State agency personnel frequently are

no better qualified than are the library staffs which they are expected to supervise; State agencies lend books to the smallest libraries and help to keep alive units which otherwise might cease to exist, but do not as a rule attempt to create larger units; few agency chiefs are aware of the full potentialities of the State grant-in-aid, and State grants are not adequate to attain the agencies' objectives; cooperation is meager between State library extension agencies and other State agencies for library service; even though the amount of State control over public libraries seems relatively small in comparison with that exercised over public schools and public health, the States are able to exert considerable influence in various ways.

110. CARTER, MARY DUNCAN. A survey of Montreal library facilities and a proposed plan for a library system. Ph.D., University of Chicago, 1942.

Examines library facilities in Montreal and recommends a plan for development of a public library system, in the context of that city's special religious and social conditions. Study is based on primary and secondary sources.

Findings disclose that the four independent library systems serving the public in the greater Montreal area compare unfavorably with libraries in American cities of similar size. One is supported and operated by the Montreal city government, one is tax-supported and operated by a suburb, one is a subscription library, and one is sponsored by the Catholic Church. Collections, budgets, and circulation figures are small, and since the four libraries do not cooperate with one another, they do not offer the benefits of a system.

Proposes a plan for gradual integration of existing libraries into the nucleus of a system, recommending centralization of administrative control and the delimiting of functions in light of the particular facilities, resources, and locations of the participating libraries. The parish libraries, which serve outlying districts, could be expanded and developed as library outlets for the French Catholics. With the establishment of new public libraries in still other areas, adequate library service for Montreal could in time become a reality.

111. HEFLIN, HARRY B. The purposes, organization, functioning, and adequacy of elementary school libraries in North Carolina. Ph.D., University of Pittsburgh, 1942.

Analyzes the elementary school library standards of seven States having State school library supervisors, compares the North Carolina standards with them, and evaluates the libraries

of 232 white elementary schools in North Carolina in terms of the standards of that State.

In the seven States, educational qualifications of elementary school librarians range from being an "interested teacher" to having a four-year college degree plus one year of library science; very few States have definite standards enforced by their department of education; only two States require that instruction in library usage be given to elementary school pupils.

Evaluation of North Carolina elementary school libraries shows that while the number of books is satisfactory in all but the small schools, dictionaries are lacking in many schools both large and small, and encyclopedias are not available in the small schools. The selection and training of librarians seems inadequate. Concludes that elementary school library practice in North Carolina leaves much to be desired.

112. JENSEN, ELMER A. A study of high school libraries and library services in the first class high schools of Missouri. Ed.D., University of Missouri, 1942.

A status study and evaluation of Missouri high school library resources and services. Source materials include current educational literature, official reports, and questionnaires returned by 278 librarians, 259 principals, 222 teachers, and 2,493 pupils in Missouri high schools.

Among the findings are the following: accrediting agencies have a direct influence on library facilities; technical training of school librarians is very meager; the housing of school libraries is inadequate, largely because they were not well provided for when the buildings were planned; pupils make good use of existing facilities; teachers and librarians employ various devices to encourage use of the library by students; principals seem to be more aware of library needs than are either librarians or teachers.

Outlines the need for an educational philosophy encompassing the function of the school library in the educational process, properly trained librarians, and adequate and dependable financial support.

113. STALLMANN, ESTHER LAVERNE. Public library service to public school children: Its administration in large American cities. Ph.D., University of Chicago, 1942.

Describes patterns of organization, personnel, leadership, and finance found in public library service to public schools in 42 cities with populations of over 200,000. Study is based

on literature review and personal observation.

Among the findings are: (1) few public libraries have formulated definite objectives for their service to children; (2) public libraries give service to schools through various special arrangements, including short-term loan and reference service, classroom library service, deposits or long-term loans to schools, public library branches in school buildings, school library branches, special teachers' cards and teachers' rooms; (3) in general, library administrators do not favor the housing of public library branches in school buildings; (4) most school libraries are administered by school systems; (5) public library service to children and schools is organized largely in terms of the number of persons to be served; (6) organizational patterns for public library service to children and schools vary greatly from city to city; (7) children's librarians and supervisors show a "surprising" lack of formal training; (8) in some cities it is impossible to build a career within the children's department of the public library because the top salary is too close to the beginning salary.

114. STANFORD, EDWARD BARRETT. Library extension under the W.P.A.: An appraisal of an experiment in Federal aid. Ph.D., University of Chicago, 1942.

Demonstrates that although the primary objective of the W.P.A. was to provide work for needy persons, an essentially sound pattern was developed for library assistance and extension by the Federal Government.

Presents a comprehensive picture of how libraries were used in work relief during the Depression, based on records of projects supported and/or directed by the W.P.A. Gives data on employment provided, finances, and materials, and analyzes strengths and weaknesses of several projects, giving a detailed report on two State programs.

Concludes that the results achieved were notable, particularly in view of the fact that the primary purpose of the W.P.A. projects was to provide work relief.

115. VAN MALE, JOHN EDWARD. The State as librarian: A study of the co-ordination of library services in Wisconsin. Ph.D., University of Chicago, 1942.

Studies reasons for use of the services of six Wisconsin State library agencies, the efficiency of the State system of supplementary library service, and other sources from which people obtain books and information. Four hundred library users

in eight small Wisconsin communities (including two rural centers) and neighboring areas were interviewed.

Findings show that 31 percent of State library use was by students for educational purposes, 28 percent was professional, 20 percent served group needs, and 20 percent was related to personal activities and interests.

Evaluation of the quality of supplementary service given by the State libraries through local libraries shows that (1) users requesting specified books received better service than did those who made requests by subject; (2) those making subject requests received better service if special collections or services in the subject field were available at the State libraries.

116. JONES, VIRGINIA LACY. Problems of Negro public high school libraries in selected Southern cities. Ph.D., University of Chicago, 1945.

Describes and analyzes conditions and problems affecting library service to Negro public high schools in 14 Southern cities. Study is based on literature search and on interviews with principals, teachers, librarians, and pupils in 20 Negro schools in seven Southern States, and with State department of education personnel in charge of public school library service.

Demonstrates that local socioeconomic conditions affecting school and school library conditions are reflected in inadequate planning at the State level; insufficient financial support at both State and local levels; lack of educational philosophy and definition of objectives at the local level; inadequate housing, equipment, collections of books, training of personnel, and statistical data from which evaluations can be made.

Suggests Federal financial aid and a revision of present local and State policies regarding distribution of tax funds to Negro and white schools.

117. MARTIN, LOWELL ARTHUR. The desirable minimum size of public library units. Ph.D., University of Chicago, 1945.

Determines the point in public library service at which resource advantages of the large unit and personal service advantages of the small unit coincide. Studies 60 midwestern city public libraries located outside of metropolitan areas and serving populations ranging from 5,000 to 75,000. Evaluated their collections, specialized professional assistance, and organization of materials through questionnaires, personal visits, and checking holdings against various booklists. Shows that minimum adequate library service is achieved by few

libraries serving populations under 50,000, with a larger population base required for rural service.

118. STONE, JOHN PAUL. Regional union catalogs: A study of services actual and potential. Ph.D., University of Chicago, 1945.

Describes and evaluates usefulness of regional union library catalogs and bibliographic centers in interlibrary lending, cataloging, order work, and other regional and national bibliographic services. Information was derived from interviews and from examination of records kept by 11 centers during 1940.

Among the findings are the following: (1) 85 percent of the requests received by these centers were for aid in locating books; (2) about 80 percent came through libraries, 20 percent directly from individuals; (3) resources and services of the centers were used chiefly by college and university instructors and graduate students, but also by librarians, commercial workers, and adult students not connected with institutions; (4) these centers served a useful purpose in helping to determine the division of subject fields for cooperative acquisition programs.

119. FLOYD, GRACE HAZEL. Library service in public elementary schools of Texas. Ph.D., University of Texas, 1947.

Surveys the nature, scope, and administrative procedures of library service in public elementary schools for white students in Texas. Data were gathered by means of questionnaires, correspondence, and personal visits. Usable questionnaires were returned by 240 (of 254) county superintendents, 577 (of 970) independent school district superintendents, and 68 (of 74) tax-supported city libraries.

Concludes that (1) there is no real plan among school administrators for financing elementary school library service; (2) although the major portion of library funds comes from school boards in independent school districts, funds available from other sources are not negligible; (3) expenditures, books, personnel, and facilities are inadequate; (4) public libraries furnish invaluable service to schools.

120. HAMMITT, FRANCES ELEANOR. School library legislation in Indiana, Illinois, and Wisconsin: A historical study. Ph.D., University of Chicago, 1948.

Analyzes laws relating to school libraries passed by the general legislatures of three States. Study is based on primary and secondary sources, correspondence, and interviews with State officials in Illinois, Indiana, and Wisconsin.

Shows differences in legislative history of school libraries and in the statutes themselves. Although each State's early free school laws provided for libraries to be attached to school districts, these laws varied in concept and in detail. Plans for library service in school districts based on these early laws proved unsatisfactory; libraries declined, scattered, or disappeared in the decades after 1860.

Thereafter, Indiana provided no real legal framework for school libraries; Illinois retained its original statutory provisions, and the expanding powers of local boards of education carried authority for establishment of school libraries; Wisconsin resumed the appropriation of school funds for support of small school libraries and enacted laws for their management and regulation.

121. LANCOUR, HAROLD. A plan for the remodeling of the Cooper Union Library. Ed.D., Columbia University, Teachers College, 1948.

Analyzes functions of this library in terms of the program and plans of its parent institution, and estimates its space and plant requirements for 25 years. Study is based on primary and secondary sources, consultations with Cooper Union staff, and personal knowledge.

Among other findings are the following: in areas related to the curriculum, the library collections are relatively strong; approximately 20 percent of the book holdings could be discarded; changes are needed if the library is to meet needs of the future.

Study recommends that more work space be made available for staff members to permit the efficient conduct of nonpublic activities; the two art collections be combined into one library convenient to both the Art School and Museum; and a separate engineering library, humanities library, reference library, browsing collection, "treasure" collection, and seminar library be created.

122. QUALLS, LEROY LILLARD. A study of the economic basis of minimum financial support of public libraries in Illinois. Ph.D., University of Illinois, 1948.

Explores economic and demographic factors to determine the population base required to support minimum public library service. Individual communities and counties in Illinois are studied in terms of statutory tax ceilings for public library support, actual library support, and personal income and property valuations.

Findings include the following: in almost all areas of the State, existing statutory tax rates allow for revenues sufficient to support minimum per capita library standards. However, because of sparse population and economic conditions, relatively few communities are able to make available for public library use the \$37,500 required for minimum service.

Recommends that a library district with a minimum population base of 25,000 be considered the administrative unit for a system.

123. LAMB, NATHALIE. A plan for adapting secondary school library service of Bridgeport, Connecticut, to a curriculum which includes a required program of general education, Ed.D., Columbia University, Teachers College, 1949.

Examines secondary school curricula and library service in Bridgeport and suggests the revision of both to accommodate a general education program. Information was derived from literature search, official records, personal knowledge of one of the three high school libraries in Bridgeport, and questionnaires returned by pupils and teachers in this school and librarians in other systems.

Shows that although the Bridgeport secondary school libraries are rated "satisfactory" when judged according to Evaluative Criteria (a publication of the Cooperative Study of Secondary School Standards), they fall short of the American Library Association standards. Suggests adoption of a "functional" approach to the curriculum, and recommends ways in which library service in Bridgeport's secondary schools might adapt to such a change.

124. LEMLEY, DAWSON ENLO. The development and evaluation of administrative policies and practices in public school library service as evidenced in city school surveys, 1907-1941. Ph.D., University of Pittsburgh, 1949.

Analyzes administrative policies and practices in American public schools in order to chart trends in school library service. Information was found in 134 selected city school surveys and in the published literature.

The survey results indicate a correlation, in general, between concepts of school library service presented in professional literature and practices followed over the years. At first, attention was focused on the problem of recognition of the school library as an integral part of the school, and on questions of location, space, and facilities. As the concept of the school library became accepted, concern shifted to other areas such as collections, services, per pupil expenditures, and professional training of personnel.

125. McMULLEN, CHARLES HAYNES. The administration of the University of Chicago libraries, 1892-1928. Ph.D., University of Chicago, 1949.

Reviews development of the University of Chicago libraries in terms of administration, collections, personnel, technical processes, finances, etc. Study is based on primary and secondary sources, interviews, and correspondence.

The libraries began as a combination of autonomous departmental agencies (for reference) with a general circulating library. This arrangement was found satisfactory by the faculty, whose attitude controlled library policy in the matter. Although Chicago moved toward centralization during the period studied, it did so more slowly than did other universities.

Chicago employed no head librarian for the first 18 years, and from 1910 on, a trained librarian served as associate to the faculty member who was chief librarian. At first there was no uniformity in cataloging and classification practices, and when the collections began to expand rapidly, recataloging of all books was necessary.

126. MINSTER, MAUD. A study of library facilities, organization, administration, and service, during the term of 1941-42 in 289 secondary school libraries in Pennsylvania where certificated librarians were employed: A survey directed toward the formulation of recommended procedures for secondary school library efficiency. Ed.D., Pennsylvania State College, 1949.

Information for this study was gathered from questionnaires, interviews, site visits, and writings of library leaders.

Conclusions about secondary school libraries in Pennsylvania include the following: (1) additional personnel are needed; (2) libraries' seating capacities are inadequate; (3) book stocks should be increased; (4) budgets do not measure up to standards; (5) uniformity is lacking in organization and administration.

Recommends that (1) the State department of education staff should include an adviser to school libraries; (2) librarians in secondary schools should be ex officio members of all curriculum committees; (3) school libraries should not be measured by public library criteria, but by those of the National Education Association.

127. HALL, JAMES HERRICK. Criteria for the administration of library service in Christian education in the independent autonomous church at the local level. Ed.D., George Washington University, 1950.

Formulates tentative standards for administration of church library service and develops criteria for measuring practice according to these standards. Sources of information include literature in the field, questionnaires returned by librarians in the Southern Baptist Convention, and interviews with library authorities.

Criteria outlined include the following: (1) church library administration should be characterized by sound public and Christian educational purposes and principles; (2) sound management practices should be employed to make the church library a learning/teaching aids resource center; (3) administrative supervision based upon sound learning/teaching principles should be provided for the improvement of service; (4) adequate provision should be made for evaluation of church library service.

Develops a tentative checklist for use in evaluation of the effectiveness of church library administration.

128. MONAGAN, ROGERS THOMAS. A study of the administration of libraries in the public elementary schools of St. Louis. Ed.D., University of Missouri, 1950.

Determines administrative practices and opinions in St. Louis public elementary school libraries, comparing them with those in other selected schools and those considered desirable by authorities in field of school librarianship. Information was collected through literature search and through questionnaires returned by 101 elementary school libraries in St. Louis and by librarians or principals in 174 selected school libraries representing all States.

Findings show that opinions held by St. Louis school administrators about centralized library service have kept pace with those held by other school administrators and by authorities on school librarianship. In practice, however, there is a wide discrepancy between these opinions and actual functioning of the St. Louis public elementary school libraries. Only those elementary schools housing public library branches have full-time librarians. In book stock, book selection practice, and library expenditures, St. Louis schools measure up neither to the authorities' standards nor to library practices of other schools studied in the sample. On the other hand, St. Louis schools have made a greater effort to meet needs of retarded readers than have other schools studied in the sample.

129. ALDRICH, FREDERIC D. History of Ohio public school library legislation. Ph.D., Western Reserve University, 1952.

Describes effect of legislation on Ohio public school library development from 1785 to the early 1950's. The two main sources of information used were the laws themselves and educational and political background literature.

Legislative distinction between urban and rural school libraries from 1867 to 1900 led to establishment of school libraries in 93 percent of urban schools, but in only 40 percent of rural schools. The need for reading guidance and more varied library materials came to be recognized as the concept of education as a memoriter exercise was replaced by the idea that learning should be an individual experience in a social environment (1902-53). A legal framework was developed authorizing boards of education to provide for adequate school library service, either through establishment of school libraries or through contracts with public libraries.

130. BRUMBAUGH, WILLIAM DONALD. Developmental aspects of film library centers in selected colleges and universities from 1942 to 1951. Ed.D., Indiana University, 1952.

Ascertain patterns in growth of college and university film library centers. Data tabulated for 1942, 1947, and 1951 were derived from questionnaires returned by 40 (of a sample of 83) institutions of higher education having film library centers.

Concludes that dynamic leadership is the most important element in securing financial support for film library centers and stimulating their growth. A strong correlation was noted between length of service of the director and expansion of his organization.

131. BATCHELOR, LILLIAN L. The improvement of the school library program in Philadelphia secondary schools. Ed.D., Columbia University, Teachers College, 1953.

Suggests directions in which future development of Philadelphia high school libraries might be guided and directed. Information was obtained from literature review, official records, the experience of the author as teacher, librarian, and supervisor in Philadelphia, and from observation of school libraries in other large cities.

Makes 10 recommendations based on American Library Association and Pennsylvania Department of Public Instruction

standards. Some of these suggestions are as follows: book budgets should be increased by 100 to 150 percent; present space capacity of libraries should be enlarged by 100 percent to 200 percent; 1 to 3 professional librarians, as well as secretarial assistants, should be added to the staff in each library; the library and librarian should be available throughout the school day. Gives action proposals for librarians, administrators, and others.

132. CORYELL, GLADYS A. Emerging patterns of elementary school library service in California. Ed.D., University of California at Los Angeles, 1953.

Determines which of two types of library service to elementary schools in San Diego, Calif., offers greater potential for provision of optimum service, and suggests a pattern for elementary school library service in California counties.

Information was obtained from literature review, official records, 147 questionnaires completed by teachers and administrators, and 5 weeks of observation of services and discussion with librarians, administrators, teachers, and pupils in San Diego. The San Diego elementary schools were selected for study because they receive library service from both the county library and the county superintendent of schools.

Services and collections are compared in detail. Concludes that library service to elementary schools in San Diego has greater potential under the county superintendent of schools than under the county library. A pattern of development for California counties, based on supervision by the county superintendent, is outlined.

133. ALFORD, JOHN D. A study of factors related to possible cooperative procedures among film libraries of the Rocky Mountain-Great Plains area. Ed.D., University of Wyoming, 1954.

Investigates methods of cooperation which might help film libraries to serve their patrons better. Sources of information are published literature, interviews, observation of film libraries and their activities, and records and correspondence of film libraries. The study covers 13 college and university film libraries (in 7 States) having 250 or more prints.

Concludes that with very little administrative change in individual libraries, many cooperative measures would prove feasible. Suggests that regional cooperation would (1) permit purchase of more specialized and more expensive films; (2) save

time in evaluation of films; (3) create closer cooperation between film producers and the libraries; (4) aid in interchange of ideas and professional development of all staffs. Suggests also that establishment of a central booking office and issuance of a film bulletin would save time and money.

134. KAYE, BERNARD WILLIAM. The role of the principal in relation to library service in the public elementary schools. Ed.D., Columbia University, Teachers College, 1954.

Reviews practices in selected school libraries providing "superior" service in New York, New Jersey, and Connecticut, and shows how principals have assisted in the development of these libraries. Survey is based on literature search, personal observation, and interviews with librarians, teachers, principals, superintendents, and students in 54 schools in 30 systems.

Concludes that the most important single element in effective library service is the capable full-time librarian. Major contributions made by principals include the following: (1) seeking financial support from boards of education, local P.T.A. chapters, and other sources; (2) providing for remodeling of old facilities and planning for new construction; (3) promoting professional attitudes and practices in the library; (4) encouraging use of the library; (5) improving the relationship between schools and the public library.

135. LEONARD, LLOYD LEO. Practices followed in administering elementary school libraries in certain cities in the State of Iowa and the opinions of the school superintendents in these cities concerning those and other such practices. Ed.D., Colorado State College of Education, 1955.

Determines administrative practices followed in Iowa elementary school libraries in all county seats and all cities with populations of 2,500 or more. Assembles recommendations of school superintendents concerning elementary school library administration, comparing them with actual practices and also with American Library Association standards.

Shows that in virtually all areas of administration, actual practice does not correspond to the convictions of school superintendents. For example, although 89 percent of the superintendents recommend centralized libraries, only 44 percent of the schools have them; and despite the fact that only 11 percent of the superintendents favor having classroom collections exclusively, 56 percent of the schools follow this practice. Almost 71 percent of the superintendents recommend

employment of a full-time librarian in schools with enrollments of 500 or more, but less than 20 percent of the schools having centralized libraries employ a full-time librarian.

An annual expenditure for books of \$1.00 or more per pupil is recommended by 91.5 percent of the superintendents, but only 67 percent of the schools meet this standard; 85 percent recommend 50¢ or more per pupil for audiovisual aids, but only 52 percent spend this amount. Eighty percent of the superintendents recommend that librarians have at least 15 semester hours of training, but only 11 percent of the librarians studied had that much.

Includes recommendations for the improvement of library service in Iowa elementary schools.

136. VOISARD, BOYER WARREN. Librarian participation in high school programs of curriculum improvement. Ed.D., University of Southern California, 1955.

Ascertains what high school librarians across the country are doing to assist curriculum improvement programs, and how they can make their participation in such programs more effective. Data were derived from a survey of the literature in this field and from 318 questionnaires returned by schools with enrollments of over 1,000 in which curriculum improvement programs are being conducted.

Among the findings are that as the number of students increases, the adequacy of library staffing diminishes; librarians are most likely to participate in programs for modification of subject curricula; librarians are frequently included in committees established to solve specific curriculum problems but rarely participate; book budget standards are not being met.

Recommendations include the following: a "friends of the library" committee should be established for each high school; school librarians should be given more opportunity to assist in formulation and development of curriculum improvements; materials centers should be established adjacent to the library in each school.

137. HELPERT, BYRAN ALOIS. An appraisal of elementary school library practices in Wisconsin. Ed.D., University of Wyoming, 1956.

Studies and evaluates elementary school library service in Wisconsin cities of 10,000 or more population, offering recommendations for improvement. Information for study came from literature search, 116 questionnaires returned by 30 cities,

and visits to 10 schools which seemed on the basis of the questionnaire to have the most adequate library facilities.

Concludes that the majority of these schools appear to be rendering adequate library service, although many are inadequately supported; there is a trend toward providing a combination of classroom and centralized library service, although many central libraries have been discontinued because their quarters were needed for classrooms; half of the persons in charge of the libraries studied are inadequately trained; the resources of these schools average seven to nine books per pupil.

138. SMITH, SUSAN SEABURY. The role of the school librarian in curriculum improvement. Ed.D., Columbia University, Teachers College, 1956.

Analyzes the school librarian's contribution to curriculum improvement in New York State schools having central libraries. Information was derived from review of literature in the field, and from questionnaires returned by 80 (of 176) New York schools employing a librarian who (1) holds a New York State permanent certificate for school library teaching and service, and (2) is responsible only for administering the school library and giving library instruction to pupils.

The most frequently reported curriculum-improvement activities of these librarians were providing guidance materials and guidance fiction, and assisting students in the use of the latter; the least frequently reported was participating in curriculum improvement meetings.

139. BURKE, JOHN EMMETT. State department of education library services in States of the Southern Association of Colleges and Secondary Schools. Ed.D., University of Denver, 1957.

Investigates role of State departments of education in provision of library service in 11 Southern States: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. Information was obtained from examination of professional literature, from official records, and from interviews and correspondence with State library supervisors.

Findings include the following: (1) school library supervision by the State permits of long-range planning; (2) legislation fails to provide for contractual and cooperative service among school libraries and other library agencies in the State; (3) State financial and other assistance not only helps local libraries to meet established standards, but also stimulates

local interest in school libraries and usually results in increased local support for them; (4) State supervision of school libraries encourages improvement in the preparation requirements for librarians; (5) certification requirements stimulate the establishment of centers for the preparation of librarians; (6) the greatest weakness in school library service in these States is the lack of adequately prepared librarians.

140. HERALD, HOMER WAYNE. Planning library facilities for the secondary school. Ed.D., Stanford University, 1957.

Measures facilities of 25 recently constructed secondary school libraries against the standards recommended by the American Library Association to determine which of these standards were most difficult for the selected schools to meet, and proposes a procedure for the use of standards in planning library facilities. Data were secured principally through field observations and personal interviews.

The selected libraries are analyzed point by point in terms of the standards, and certain "basic weaknesses" are revealed: insufficient flexibility in the initial planning of library centers, a slighting of functional details, and a loss of efficiency due to poor spatial relationships. Despite the effect of financial limitations, recommended standards for library facilities could have been met by a great many of these libraries if planning operations had included the development of educational specifications for the library center, with the librarian playing a leading part on the planning team.

Concludes that library standards are most effective in planning libraries when the standards are used as a resource by teachers, librarians, administrators, and architects in a cooperative team effort.

141. MEYER, FLOYD RAYMOND. Library facilities and services in Nebraska secondary schools accredited by the North Central Association. Ed.D., University of Nebraska, Teachers College, 1957.

Evaluates library facilities and services in Nebraska secondary schools having "superior" programs according to accepted standards, and compares, describes, and analyzes them critically. The A.L.A. Planning Guide for the High School Library Program was abridged and paraphrased in questionnaire form as A School Library Evaluative Questionnaire. Study is based on replies received from schools accredited by North Central Association, on literature search, and on interviews with librarians selected at random.

Considers items in many areas which should be incorporated into any school library program, including activities and services for students, services performed by the librarian in connection with social guidance and use of the library, and teacher participation in the library program. Recommends that library responsibilities be considered part of the teaching load, not an extra activity apart from the instructional program.

142. TOLMAN, LORRAINE ENID. Initiation of elementary school library service. Ed.D., Boston University, 1957.

Explores activities and plans of interest to teachers and principals in the promotion of elementary school library service in New England. Information comes from literature in the field and from the reaction of 126 principals and 200 teachers to a checklist of items dealing with teaching techniques, adequacy of materials, aspects of organization (space, staffing, finance), and various types of library activities.

Responding principals isolated two basic problems: "teacher-readiness for library service," and determination of the best type of service to be developed. The composite ideal picture suggested by replies of principals is that of a central library, financed and administered by the school, directed by a "librarian-enrichment teacher" or "instructional coordinator" whose responsibilities are defined broadly enough to justify a full-time person even for a small school. Provides extensive checklists of factors of interest, activities, and materials of concern to both principals and teachers.

143. WALTHER, LA VERN ARLENE DOUBT. Legal and governmental aspects of public library development in Indiana, 1816-1953. Ed.D., Indiana University, 1957.

Gives a brief history of the Indiana State Library and outlines the legislative development of public library services in Indiana. Compares public library service in Indiana with that throughout the United States in 1945 and 1950, and describes geographic, social, educational, economic, and historical background factors which brought about the development of public library services in Indiana.

Shows that statistically, Indiana libraries compare favorably with those of the United States as a whole, and that education in Indiana compares favorably with that in the United States as a whole, except in the educational attainments of adults 25 years of age or older. Suggests therefore that perhaps Indiana public libraries should emphasize adult education.

Library service in rural areas of Indiana has been difficult to organize and maintain because of the many wooded hills, limestone quarries, and State forests and parks. Population shifts, together with changes in the business sections of cities, have also created a serious problem for the public libraries.

144. AUTIO, ANDREW WILLIAM, JR. A study of library practices and facilities provided in selected elementary schools of Nebraska. Ed.D., University of Nebraska Teachers College, 1958.

Points up importance of improving library practices and facilities in the elementary schools of Nebraska and evaluates status of selected elementary school library programs. Reports data obtained from questionnaires sent to superintendents, principals, and teachers in 26 school systems in the large cities of the State.

Statistics presented show the majority opinion to be that in school systems which provide for classroom collections only, some type of central organization should be established to insure adequate circulation of library materials and to prevent unnecessary duplication of materials; that properly trained full-time librarians are needed to supply a desirable quality of library service to teachers and students; that school librarians should have professional training in library science as well as classroom teaching experience; that specific lessons on library use should be taught by the librarian and by classroom teachers at all grade levels.

145. ERICKSON, ERNST WALFRED. College and university library surveys, 1938-1952. Ph.D., University of Illinois, 1958.

Ascertain consequences of the 12 major surveys of college and university libraries conducted by outside experts between 1938 and 1952 for the universities of Florida, Georgia, New Hampshire, Notre Dame, South Carolina, and Indiana, and Cornell, Montana State, Stanford, Texas A. and M. College, and Alabama and Virginia polytechnic institutes. Data were collected by means of questionnaires, correspondence, journal articles, librarians' annual reports, survey and other special reports, and interviews.

Discovers extent to which recommendations made in the 12 survey reports were carried out and length of time that elapsed between the recommendations and their realization. Of 775 recommendations resulting from the 12 surveys, 531 were carried out to some degree, 269 of them completed; 45.5 percent were accomplished within the 2 years following completion

of the survey. States that in most cases, after termination of a survey, library organization improved, budgets increased, technical processes were made more efficient, reader services were bettered, and other improvements were initiated; furthermore, important salutary by-products are noted, such as the development of library consciousness on the part of the college or university administration and the academic community.

Concludes that a college and university library survey conducted by outside experts brings about results conducive to the growth and development of the library surveyed.

146. JONES, ROBERT CORWIN. The administrative relationships of the library and the junior college. Ed.D., University of Denver, 1958.

Studies the relationship between the junior college library and its parent institution in terms of principles of administration. Information was derived from literature review and from structured interviews with the presidents and librarians of six public junior colleges in Colorado.

Discovers that failure to establish a code of library policy, government, and control leaves doubt as to what objectives are sought by the administration and how they may be achieved. None of the institutions studied had a faculty-library committee.

Recommends the following: a written statement should be prepared by the college president, setting forth the librarian's status, duties, responsibilities, and administrative relationships; formal channels of communication between the librarian and the person in charge of curriculum should be made mandatory; a faculty-library committee should be formed; more formal channels of communication with the community in which the college is located should be created.

147. MacVEAN, DONALD SIDNEY. A study of curriculum laboratories in Midwestern teacher-training institutions. Ed.D., University of Michigan, 1958.

Reports the present status of curriculum laboratories in 15 teacher-training institutions in Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin; identifies and describes the characteristics which make them successful or outstanding; and shows the contribution of a curriculum laboratory to a teacher-education program. Data were collected through questionnaires, correspondence, and personal visits.

Outlines objectives of curriculum laboratories, and lists those services reported by 10 or more institutions. Describes

the administrative relation of these laboratories to their parent institutions, training and experience of professional staff members, nature of materials selected, sources used in making selections, classification systems used, types of card catalogs maintained, and annual budgets.

Concludes that curriculum materials are most useful when organized into a separate collection; that most institutions, whatever their organizational pattern, consider operation of a curriculum laboratory to be a library function; that the person in charge should have training and experience in both education and library work.

148. WHITTEN, JOSEPH NATHANIEL. Relationship of college instruction to libraries in seventy-two liberal arts colleges. Ed.D., New York University, 1958.

Analyzes the teaching responsibility of college librarians in order to describe how the college library may become an integral and functional part of academic programs and plans. Data were derived from questionnaires completed by 28 librarians and from interviews with 44 others. In addition, 53 administrators and 53 faculty members participated in the study, and 25 experts in fields of college teaching, college administration, and librarianship served as a "Board of Authority," preparing statements on the educational responsibility of the college library against which were measured the replies received from the sample.

Conclusions include the following: instructional service is an essential part of the function of the college library, and pedagogical responsibility is inherent in the practice of the librarian's profession; the librarian is obligated to relate his work in a positive and definite manner to the instructional process of the college; the majority of administrators and faculty members surveyed, as well as the "Board of Authority," acknowledged this obligation.

149. LOWRIE, JEAN ELIZABETH. Elementary school libraries: A study of the program in ten school systems in the areas of curriculum enrichment and reading guidance with emphasis on fourth, fifth, and sixth grades. Ph.D., Western Reserve University, 1959.

Describes 48 well-established and well-supported libraries in elementary schools of 10 school systems representing various types of communities in different sections of the country. Data were obtained through interviews with students, parents, teachers, librarians, and administrators, and through observation in libraries and classrooms.

Two major areas of library service, with their peripheral activities, are emphasized: curriculum enrichment and reading guidance. Specific programs illustrating presentation and use of library materials in unit work by teachers, pupils, and librarians are explored in detail, and varied uses of more than 200 outstanding children's books are described.

Concludes that emphasis should be placed on meeting minimum standards of space, budget, and staff proposed by the school librarians' division of the American Library Association; professional teacher training should include background study of children's literature and library competencies; the elementary school librarian should be taught to understand curriculum trends and child growth and development; the correlation between library services and the reading abilities of children should be investigated further.

150. DORIN, ALEX. Current practices in vocational high school libraries in New York City. Ed.D., New York University, 1960.

Examines programs and practices in vocational high school libraries of New York City in terms of specific criteria, and makes recommendations for improvement. Approximately 100 persons were interviewed, including principals, department chairmen, guidance counselors, remedial reading coordinators, and librarians. Additional data were obtained from annual reports of the libraries and of the Director of School Library Services, from minutes and reports of the New York City School Librarians Association, and from correspondence.

Shows that 42 percent of the New York vocational high school libraries are staffed with 2 professional librarians; that the library is a separate department in over 50 percent of the schools; that organized programs of library instruction are offered in most; that it is difficult to make use of student assistance because of the nature and organization of vocational high schools; that librarians have great difficulty in providing materials, particularly in shop and technical subjects, suitable to the needs of the students.

Among other things, recommends a systematic reappraisal of the library instruction program and pursuit of a vigorous program of activities to stimulate interest in our cultural heritage.

151. SCHERER, HENRY HOWARD. Faculty-librarian relationships in selected liberal arts colleges. Ed.D., University of Southern California, 1960.

Studies faculty-librarian relationships in liberal arts

colleges in the United States as revealed through literature search, through interviews with faculty members and librarians, and through questionnaires completed by 1,197 individuals in 275 schools.

Finds that the chief functions of the liberal arts college library committee are to provide faculty-library liaison, develop library resources, and integrate educational activities; that library staff members give competent, gracious, and essential help to faculty and students; that nearly all the librarians studied are well trained, and are accepted as full members of the faculty; that faculty members and librarians cooperate to the fullest possible extent in acquiring and using library materials. Concludes that faculty members and librarians regard each other as working partners in carrying out educational objectives of the liberal arts college

Recommends that faculty members (1) be avid library users, (2) expect students to use the library, (3) and plan assignments to make library use essential; that members of the library committee be chosen with care; that faculty members and library staff members keep each other informed of their publications; that the librarian be a member of the president's cabinet and the curriculum committee.

III. RESOURCES

152. UPTON, ELEANOR STUART. A guide to sources of seventeenth-century history in selected reports of the Historical Manuscripts Commission of Great Britain. Ph.D., University of Chicago, 1930.

Indexes by subject the important historical source materials in private collections in England and Wales listed in the first nine reports of the Royal Commission on Historical Manuscripts (1603 to 1660) and in later Commission reports dealing with the same collections. Covers political, military, social, economic, cultural, and ecclesiastical aspects of life in England, Wales, and the British colonies. Persons and places are not included unless they fall under another subject heading.

153. ROOD, HELEN MARTIN. Nationalism in children's literature. Ph.D., University of Chicago, 1934.

Develops thesis that popularity of children's books in the international market is influenced by number of "nationalist symbols" included in them. A nationalist symbol is defined as a word or phrase considered to be patriotic by inhabitants of the country in which or about which the book is written.

The popularity of 24 selected titles, measured by bookstore sales and library circulation in 16 European countries and the United States, is related to incidence of 52 nationalist symbols. Some of the conclusions reached are as follows: the chance that a children's book may find an international market is greater if the book has a small number of nationalist symbols; dialect makes a children's book unpopular abroad; expressions of hostility toward a foreign nation will restrict the popularity of a children's book in that nation; war books for children are most popular in countries spending the most on national defense; to have the best expectation of a wide foreign market, a children's book should deal first with social and economic situations, then with situations rich in patriotic symbols.

154. DANTON, JOSEPH PERIAM. The selection of books for college libraries: An examination of certain factors which affect excellence of selection. Ph.D., University of Chicago, 1935.

Attempts to determine effect of librarians, faculty, and book fund policies on quality of book selection for liberal arts college libraries. Charles B. Shaw's A List of Books for College Libraries was used as basis for formulation of a book-selection quality index, and index numbers were assigned to 86 college libraries having collections of less than 50,000 volumes. Information about book selection practices and factors influencing them was obtained through questionnaires and correspondence, supplemented by visits to 11 libraries with the highest index numbers and to 13 with the lowest.

Librarians in the high-index libraries, compared with those in the low, had more general and professional education, more library experience, more responsibility for (and time to devote to) book selection, greater facility in the use of book-selection aids, and more control over the book budget and the selection process. Similarly compared, the faculty in colleges having high-index libraries spent more time on library book selection, had better educations, and made use of more selection aids.

155. WELLARD, JAMES HOWARD. Bases for a theory of book selection. Ph.D., University of Chicago, 1935.

Attempts to formulate a social theory of book selection for public libraries. Reviews historical background of social attitudes toward public library development in England and the United States. Considers literary and sociopsychological aspects of book selection as well as standards of social value, and explores purposes and methodology of community surveys. Concludes that book selection must be related to full realization of the place of the library in the community to be served.

156. LITTLE, EVELYN STEEL. Homer and Theocritus in English translation: A critical bibliography designed as a guide for librarians in the choice of editions for the general reader. Ph.D., University of Michigan, 1936.

Comments critically on translations of Homer and Theocritus published between 1470 and 1935 and listed in catalogs of the British Museum, the Library of Congress, and seven other large libraries, as well as in trade and other bibliographies.

As best prose translations of the Iliad, recommends those

by Lang, Leaf, and Myers (1882), Butler (1898), and Murray (1924 edition). As best verse translations, recommends those by Chapman (1611), Pope (1720), Bryant (1870), and Sir William Morris (1934).

Approves prose translations of the *Odyssey* by Shaw (1932), Butcher and Lang (1879), and Palmer (1884); verse translation by Worsley (1862) and Bryant; and abridgements by Lamb (1801), and Marvin and Stawell (1929).

For translations of Theocritus, suggests Lang's in prose and Calverley's in verse; also that by J. H. Edmund. In a better format than Calverley's but about equal in scholarship and literary merit, are the translations by Hallard, Way, and R. C. Trevelyan.

157. LOGSDON, RICHARD HENRY. The instructional literature of sociology and the administration of college library book collections. Ph.D., University of Chicago, 1942.

Examines the instructional literature of sociology over a 40-year period (1900-40) to establish criteria for use in administration of college library book collections. Sample of 88 books by 51 authors or author-groups, cited in bibliographies and reading lists as textbooks used in introductory courses in sociology, formed basis for the study.

Shows that there is relatively little agreement among instructors about books they consider useful in connection with introductory courses in sociology; various books cited by instructors cover a wide range of subjects in addition to the social sciences. Books of recent publication are most widely used, and only a few titles maintain their usefulness over long periods of time.

Concludes that college libraries should expect a large part of their sociology collections to become rapidly obsolete, necessitating periodic reexamination of these collections by instructors; that processing and maintenance costs should be studied in relation to brief span of usefulness of sociology books; and that the role of the librarian in selection of sociology books is not likely to be significant, since choice of materials for use in a given course depends on the instructor.

158. MULLER, ROBERT HANS. Social stratification in magazine fiction and its relations to the socioeconomic status of readers. Ph.D., University of Chicago, 1942.

Explores relationship between status of magazine fiction characters and that of magazine readers. Study is based on

analysis of 269 fictional characters appearing in 72 stories in 6 magazines-- Ladies' Home Journal, Saturday Evening Post, True Story, Liberty, Love Story, and Story--and on data furnished by McCall Corporation about economic status of readers of 5 of these magazines.

Discovers a positive relationship between social standing of characters in the magazine stories and the socioeconomic level of readers. Magazine sales among low-income groups seem to be increased by publication of stories about social climbers, who are generally characterized by physical charm, romance, perseverance, hard work, willpower, and self-education. Talent and "personality" are emphasized as the attributes leading to upward social movement in magazines purchased largely by high-income readers.

159. CROSS, NEAL MILLER. Evaluating the use of school library books according to the needs of the student and the philosophy of the school. Ed.D., Stanford University, 1943.

Proposes a method for evaluating use of books in a school library in terms of the philosophy of the school. A series of questionnaires were devised for completion by students: "Personal data sheet," "Inventory of privately owned library materials," "Students' attitudes toward the library," "Weekly reading log," "What do you like best to read about?" and "Student questionnaire" (on reasons for reading a particular title). A "Standardized interview for faculty members" form was filled out by teachers. Information derived from these questionnaires and from interviews at Menlo School and Junior College, Menlo Park, Calif., formed basis of the study.

Two factors were found to influence students' leisure reading of books judged "valuable" or "desirable" by the faculty: students' own interests and reading guidance. Special devices, such as allowing free reading in English classes and providing special collections in reading laboratories, did not lead to significantly better leisure reading. Evaluations of student reading were based on observations by faculty members who knew the students and on the quality of the books.

160. GOSNELL, CHARLES FRANCIS. The rate of obsolescence in college library book collections as determined by an analysis of three select lists of books for college libraries. Ph.D., New York University, 1943.

Determines rate of obsolescence of college library books and develops a statistical method to help compute it. Information was derived from literature review and from analysis of

two bibliographies sponsored by the Carnegie Corporation of New York and one sponsored by the American Library Association, respectively: the 1931 and 1940 editions of Charles B. Shaw's A List of Books for College Libraries and Foster E. Mohrhardt's A List of Books for Junior College Libraries (1937).

Analyzes the titles listed according to imprint or publication date and plots exponential curves to assist in determination of their obsolescence rate. The author believes that the method demonstrated can be used to analyze book collections and to assist in techniques used for solution of problems in college library administration such as cost accounting.

161. EATON, ANDREW JACKSON. Current political science publications in five Chicago libraries: A study of coverage, duplication, and omission. Ph.D., University of Chicago, 1944.

Explores patterns of acquisition and distribution of political science books among five Chicago libraries considered as a group: Chicago Public, John Crerar, Newberry, Northwestern University, and the University of Chicago. For purposes of comparison, lists holdings in political science of the New York Public Library, which strives for extremely comprehensive coverage in this field.

Shows that in 1937 the 5 libraries acquired 46 percent of all the new books in political science published in France, Germany, Italy, England, and the United States; 53 percent of those reviewed in outstanding political science journals; 71 percent of those in English; and 23 percent of those in foreign languages.

Notes considerable duplication of political science titles among the 5 libraries. Similarly, notes substantial gaps among the 5 libraries' combined holdings. Concludes with suggestions for developing broad program of coordinated acquisition by libraries in the Chicago area.

162. HODGSON, JAMES GOODWIN. Rural reading matter as provided by land-grant colleges and libraries. Ph.D., University of Chicago, 1946.

Examines rural service of land-grant colleges and public libraries to determine how effective it is and which of the two types of agency provides the more important services to rural areas. Data were gathered through personal visits to 300 rural homes (of which 154 were farm homes) in 4 counties in Indiana and Illinois, including 2 counties which have no public library service.

Newspapers are read most by rural families, then magazines, pamphlets, and books in that order. Pamphlets furnished by land-grant colleges were used by 59 percent of farm families and 31 percent of nonfarm families, who found them satisfactory for their purposes. Subjects of greatest interest were those related to agricultural matters or to home economics.

In the 2 counties providing public library service, 52.6 percent of the nonfarm and 28.4 percent of the farm families made use of it; less than 5 percent of the families in the other 2 counties sought such service from neighboring counties. Families of "community leaders" generally used the library more frequently than did other families. Makes recommendations to both libraries and land-grant colleges for improvement of their reading and reference services to rural areas.

163. ASHEIM, LESTER EUGENE. From book to film: A comparative analysis of the content of novels and the films based upon them. Ph.D., University of Chicago, 1949.

Compares 24 films with the classic ("standard") novels from which they were adapted in order to discover what is done to book content when it is transferred to the screen.

Findings show that (1) a novel's title is almost always retained for the film adaptation, no matter how much the content may be changed; (2) normal chronological sequence is followed more closely in films than in novels; (3) in 13 of the films, descriptive scenes were at least as prominent as descriptive passages were in the source novels and sometimes more so; (4) while the amount of action is increased for films, the proportion of violence, brutality, and sadism is reduced.

164. HARVEY, JOHN FREDERICK. The content characteristics of best-selling novels. Ph.D., University of Chicago, 1949.

Attempts to isolate content features which distinguish certain bestselling novels published between 1930 and 1946 from similar books which did not sell as well. Twenty-two best-sellers (selected from Alice Hackett's Fifty Years of Best Sellers, 1895-1945 and her annual articles in Publishers Weekly) are compared with a sample of "poor sellers."

Identifies 16 content characteristics and makes 3 generalizations about content characteristics of bestsellers: (1) emotion and emotionalism as well as sentimentality and sensationalism distinguish the bestseller; the hero displays more strong emotion and the characters show more affection toward one another; (2) simplicity of style or readability,

promotes sales; (3) a moralizing theme tends to increase sales if the novel is readable and strikes a timely emotional note.

165. GRADY, MARION B. A comparison of motion pictures and books as resource materials. Ph.D., University of Chicago, 1951.

Attempts to determine influence and comparative effectiveness of books and educational films as sources of instructional information.

Reports on a 12-week experiment involving 2 groups of American history students at Ball State Teachers College in Muncie, Ind. The control class of 39 students used only printed materials, while the experimental class of 43 students used motion pictures in addition to (and in some instances instead of) printed materials.

Concludes that use of films caused a significant increase in amount of historical information gained by the students, but did not noticeably affect their interest in American history. Students of relatively low intelligence seemed to benefit more from use of films than did those with relatively high intelligence.

166. McANALLY, ARTHUR M. Characteristics of materials used in research in United States history. Ph.D., University of Chicago, 1951.

Determines some of the characteristics of research literature used in writing articles, monographs, and books dealing with U.S. history since 1789, analyzing the citations occurring in representative historical works published during 1903, 1938, and 1948. Findings are compared with results of similar studies in the literature of other fields.

Four major conclusions having implications for the university or research library are set forth: (1) since vast quantities of rarely used materials, often not classified as history, must be available to scholars as needed, cooperative interdependence among libraries is desirable, and nonlibrary agencies should be depended upon for certain types; (2) classification by ideas or bits of information instead of by physical units, or arrangement by broad associations of classified material, with access through indexes or other bibliographical tools, should be considered; (3) a divisional organization serving several social sciences is more satisfactory than one serving history alone; (4) librarians (and others) should consider providing physical access to only a limited part of their resources, offering service through bibliographical rather than physical accessibility.

167. BRODMAN, ESTELLE. The development of medical bibliography. Ph.D., Columbia University, 1953.

A detailed history of medical bibliography in Western languages since the beginning of printing, including a critical study of past and current problems in this field. Study contains five sections: infancy of medical bibliography; development of bibliographic technique in the 17th century; golden age of individual bibliographers; development of cooperative bibliography; present situation.

The first three sections constitute a critical account of the growth of medical bibliography, described in terms of the influence of individual bibliographers and the nature and scope of their work. The last two elaborate on the unresolved conflict between the concept of complete bibliographic control and partial control as dictated by pragmatic demands and capabilities.

Literature references and a list of medical bibliographies published in Western languages since 1500 are included as appendixes.

168. JONES, RUTH MERRELL. Selection and use of books in the elementary school library. Ed.D., Stanford University, 1953.

Seeks to determine how the elementary school library can aid in accomplishing objectives of elementary education through selection and use of books. Data were gathered through interviews, observation, and correspondence.

On basis of three well-known statements of the objectives of elementary education, the author lists six major points and formulates criteria for selection of books most appropriate to each.

Lists seven ways in which the school library can materially aid in elementary education. Outlines four areas in which further study is needed, stating that "all such studies should be made from the point of view that the school library is of no importance except as it has a unique function in the program of the school."

169. ARCHER, HORACE RICHARD. Some aspects of the acquisition program at the University of Chicago Library: 1892-1928. Ph.D., University of Chicago, 1954.

Gives a chronological account of important events in history of the University of Chicago Library. Discusses organization and development of the acquisition department, the library's

purchases abroad, exchanges, acquisitions en bloc by gift or through purchases made possible by donors, relationship between the library and the university press, and other matters.

Information was derived from correspondence in the library archives; the president's files; official publications and bulletins; and records belonging to the library, the comptroller, and other university offices.

Concludes that much of what librarians know today has been learned from trial-and-error methods of the late 19th century and the first quarter of the 20th.

170. BOAZ, MARTHA TEROSSE. A qualitative analysis of the criticism of best sellers: A study of the reviews and reviewers of best selling books from 1944 to 1953. Ph.D., University of Michigan, 1955.

Studies the quality of reviews of 10 fiction and 10 non-fiction bestsellers in each of 10 years. Attempts to determine whether the reviews were a form of advertisement which may have helped make these books so popular. Discusses principles and criteria of book reviewing, and establishes criteria for evaluating the reviews studied.

Indicates that most reviewers were well qualified to criticize as well as report, and that they generally wrote reviews which were comprehensive and authoritative, displayed good form, and included significant comparisons with other books. Concludes that reviews of bestsellers during this period demonstrated judicious consideration of both the merits and demerits of the books reviewed and provided fairly satisfactory criticism for the average American reader.

171. LAOSUNTHARA, MARIA EUGENIA. Some bibliographical characteristics of serial literature in the field of geology. Ed.D., Indiana University, 1956.

Determines most important serials for geological research by the "reference counting" method, and investigates such characteristics as time span, subject dispersion, language distribution, national origin, and title dispersion.

Found rates of subject and title dispersion to be high; 51 percent of the references cited were in fields other than geology. On the other hand, 85.6 percent of the literature cited by American geologists was in English. Study of the dates of material cited indicates that research workers found useful information in journals dating back many years.

Recommends that priority be given to acquisition of journals shown by this study to be most useful; that university departmental libraries in geology and other fields of science work closely together to avoid unnecessary duplication of material; that the most frequently used serials be located in an easily accessible place, while those rarely used be kept in storage.

172. MacWILLIAM, MARY ISABELLA. A survey of the library resources in the California public high schools. Ed.D., University of California (Berkeley), 1956.

Surveys California high school library resources in terms of the minimum standards of the School Library Association of California, with particular reference to changes since 1936, when a similar study was made. Data were derived from literature review and from questionnaires and checklists of books and periodicals submitted by 560 (of 636) California secondary schools having central libraries.

Shows that some progress has been made in development of secondary school libraries in California since 1936, identifying trends toward establishment of more libraries, use of a wider diversity of materials, and somewhat better housing. On the other hand, distribution of library resources among California secondary schools is uneven; professional and clerical staffs are insufficient in a great many of these libraries; and a substantial number of librarians lack the professional education requisite to effective library service.

Author attributes inadequacy of expenditures by most schools for developing and maintaining effective library collections to deficient professional preparation of librarians.

173. ZIMMERMAN, IRENE. Latin American periodicals of the mid-twentieth century as source material for research in the humanities and the social sciences. Ph.D., University of Michigan, 1956.

Lists outstanding Latin American periodicals useful for research in the humanities and social sciences. Shows that Latin American periodicals are valuable records of thought and literature, containing information not available elsewhere.

Describes growing realization of their value after World War I, and evaluates principal reference tools offering information about, or limited access to, them. Delineates criteria for objective selection and provides information about the most important titles to show their potentialities for research purposes.

Concludes that Latin American periodicals are an "under-used" resource in research and that more adequate indexing is urgently needed in order to facilitate fuller use of them.

174. STOKES, KATHARINE MARTIN. Book resources for teacher education: A study toward the compilation of a core list. Ph.D., University of Michigan, 1959.

Compiles a basic list of books for use in building collections in teachers colleges to serve needs of 5th-year students and undergraduates. A card file was developed to show materials used in preparation of M.A. theses and with graduate courses in education at Western Michigan University and the University of Michigan. This file was compared with a number of published lists, such as those printed each year in the May issue of the N.E.A. Journal. The resulting compilation of 1,019 entries was sent to 25 teacher-education institutions, including 6 colleges offering no graduate work, to be checked against their collections.

Titles held by fewer than 5 libraries were dropped, leaving a core list of 1,000 titles. The 602 titles held by 21 or more libraries are judged to be the most important. Almost 20 percent of the 1,000 titles were published by McGraw-Hill and by Harpers; 50 percent were published after 1950, and 40 percent in the preceding 10 years.

175. SIMONTON, WESLEY CLARK. Characteristics of the research literature of the fine arts during the period 1948-1957. Ph.D., University of Illinois, 1960.

Analyzes footnote citations in 6 scholarly journals in the field of fine arts published during this 10-year period. The six journals, chosen to represent the work of scholars of different nationalities, are Archivo Español de Arte, Art Bulletin, Bollettino d'Arte, Burlington Magazine, Gazette des Beaux-Arts, and Zeitschrift für Kunstgeschichte.

Only 18 percent of the titles mentioned in the footnotes were cited more than once, and 71.4 percent of all those cited were nonserial titles. Although 75 percent of the works cited were published after 1900, less than 25 percent were published after 1940. Analysis of various subsamples, as well as the six source journals, indicates that the language and subject dispersion figures vary considerably. Shows that fine arts scholars are more dependent on nonserial titles, foreign-language works, and older materials than are either scientists or social scientists.

IV. READER SERVICES

176. PHELPS, ROSE BERNICE. The effects of organizational patterns on reference service in three typical metropolitan libraries: Boston, St. Louis, and Los Angeles. Ph.D., University of Chicago, 1943.

Examines organizational patterns of three public libraries to determine which pattern provides the most efficient reference service. The St. Louis Public Library represented the functional pattern, the Los Angeles Public Library the subject-department, and the Boston Public Library the "mixed." Analyzes services and costs of reference facilities of the three libraries.

Findings indicate that organization by subject departments offers the best reference service at the least cost, while the functional gives the poorest service. The mixed type is the most expensive. Reasons are enumerated for superiority and efficiency of the subject-department type of organization.

177. MORRISON, DUNCAN GRANT. Relation of the public library to adult education in the State of Washington. Ed.D., University of Washington, 1948.

Examines extent and influence of public library service to adult education in State of Washington and makes recommendations for improving its effectiveness. Information was derived from printed sources and from interviews conducted by the Washington Public-Opinion Laboratory in connection with a survey of leisure time activities.

Shows that only about 20 percent of the adults studied borrow books from public libraries, although 28 percent have library cards and another 26 percent have the opportunity of using a card belonging to someone else. Nearly 50 percent of the adults in the State do not know whether adult education services are offered by the public library nearest to them.

Recommends expansion of facilities of public libraries, increased publicizing of existing services, legislation for establishment of demonstration units, greater use of bookmobiles and book stations to serve isolated rural areas, additional use of film forums, and more cooperation with adult education agencies.

178. VAN HOESEN, FLORENCE RUTH. An analysis of adult reference work in public libraries as an approach to the content of a reference course. Ph.D., University of Chicago, 1948.

Analyzes 3,596 reference questions asked during 1937 and 1938 in 15 libraries in 6 public library systems, as well as the types of people asking them, in an attempt to establish a basis for preparation of a reference course syllabus. The participating libraries were Public Library of Cincinnati and Hamilton County and two branches; Washington, D.C. Public Library and five branches; Houston Public Library and two branches; Los Angeles Public Library; Tampa Public Library; and one branch of the Boston Public Library.

Between $\frac{1}{3}$ and slightly more than $\frac{1}{2}$ of the questions asked at individual institutions were in the fields of sociology, science, and technology. Most questions were of the "general information" type (1,606) or were "fact" questions (1,403).

At the main libraries, the largest percentage of questions (32.5 percent) were asked by professional people, the second largest (24.6 percent) by students, and the third largest (15.1 percent) by housewives. At the branch libraries, the largest percentage of questions (68 percent) were asked by students and the second largest (11.6 percent) by housewives; with only 6 percent of the questions asked by professional people. About $\frac{2}{3}$ of the professional people and almost half of the skilled workers and business groups asked questions related to their work.

A syllabus designed for a basic course in reference, based on these and other findings, is developed at the conclusion of the study.

179. LEONARD, AUGUST ORIN. A plan to extend library services for group discussion in the New York Public Library. Ed.D., Columbia University, Teachers College, 1951.

Investigates methods of extending services of the New York Public Library to include conducting of group discussions of current problems. Study is based on a literature search, on questionnaires returned by individuals and organizations, on interviews with librarians and community leaders, and on "action-research" involving participation of the author in group discussion activities.

Finds that (1) lack of time and skill, as well as budgetary limitations, make it difficult for librarians to serve as discussion leaders; (2) although the effectiveness of discussion groups in branch libraries is not demonstrated, such programs can be developed; (3) community leaders and librarians agree

that the library should provide training for group discussion leaders. Recommends that the New York Public Library initiate a program for training of group discussion leaders.

180. BREEN, MARY FRANCES. Library instruction in colleges for teacher education in the United States. Ed.D., University of Buffalo, 1954.

Evaluates programs of library instruction in colleges for teacher education, and proposes a new program for the State University of New York College for Teachers at Buffalo. Information comes from literature review, from results of library diagnostic tests, from questionnaires returned by librarians of 242 (of 262) member colleges of the American Association of Colleges for Teacher Education, and from personal knowledge of conditions at Buffalo.

In most of the colleges studied, library instruction programs are part of either an orientation course or freshman English. The libraries of 136 of these schools are responsible for administering such programs, and 58 libraries offer special instruction for student teachers.

The results of tests administered to freshmen at the State University of New York College for Teachers at Buffalo were used as basis for revision of that institution's library instruction program.

181. ROTHSTEIN, SAMUEL. The development of reference services in American research libraries. Ph.D., University of Illinois, 1954.

Traces development of reference service to the scholar/researcher. By World War I, reference work was accepted as a central responsibility of both public and university libraries, and was generally delegated to full-time specialized personnel. Prior to this time, scholars expected little assistance in gathering information, and library policy was to encourage self-sufficiency of readers at all levels.

After 1900, special legislative reference and business libraries stressing information rather than guidance came into being, and in due course librarians working with the personnel of industrial research libraries began to undertake the "literature work" of research.

Such assistance was uncommon in general research libraries before 1940, but the prejudice against direct information service as a reference department function diminished, and gains

were made in the quality of service rendered. Furthermore, important "experiments in research service," notably the "research librarianships" at Cornell and Pennsylvania, showed that extensive assistance by librarians was practical and useful even for university scholars working in the humanities and social sciences.

The recent increase in volume and complexity of research literature contributes to the author's expectation that the future will make even greater demands on the reference librarian.

182. MACK, EDNA BALLARD. The school library's contribution to the total educational program of the school: A content analysis of selected periodicals in the field of education. Ph.D., University of Michigan, 1957.

Surveys content of 13 selected education periodicals published between September 1, 1954, and August 31, 1955. Only 11 of the 1,561 articles considered were found to deal specifically with school librarianship, but 255 others, as well as 38 other items in the periodicals, mentioned school libraries.

Finds that considerable attention is paid in journal articles to the library's contribution to language arts instruction; much less to its participation in science, social science, special education, citizenship education, or "core" programs; and almost none to its potential in other areas of the curriculum or in extracurricular activities. No information is given about the librarian as administrator, the recruitment and training of school librarians, or the provision of supervisory or consultant services.

Concludes that few school librarians write for education periodicals, and that in these periodicals, information about administrative provisions (except space) for school library service is limited in amount and scope, and is inadequate for the needs of administrators. Implies need for cooperation among librarians, school administrators, and editors in making available through education periodicals information which will lead to understanding of the school library's potential contribution to the total educational program of the school.

183. PENLAND, PATRICK ROBERT. The image of public library adult education as reflected in the opinions of public library supervisory staff members in the public libraries of Michigan serving populations over 25,000. Ph.D., University of Michigan, 1960.

Attempts to determine the image which public librarians in

Michigan have of the educational function of the public library and to decide whether the attitudes of practicing supervisory librarians are strong enough to implement the educational objectives of public libraries.

A sample of 260 supervisory librarians serving populations of over 25,000 completed multiple-choice questionnaires based on current image of the ideal librarian-educator and on a rating scale derived from four concepts of the mature personality according to a professional consensus on attitudes: (1) the conviction that the librarian is an educator; (2) belief in the library's responsibility for adult education; (3) conviction that librarians should work cooperatively with other adult education agencies; (4) the desire to serve as a resource in community improvement.

Three general conclusions are drawn: (1) there is confusion in the minds of librarians about what they aim to do in educating adults; (2) attitudes of librarians do not keep pace with professional theory; (3) librarians are reluctant to assume educational leadership and work with consultants for community-wide adult education programs.

V. TECHNICAL PROCESSES AND DOCUMENTATION

184. KWEI, JOHN CHI BER. Bibliographical and administrative problems arising from the incorporation of Chinese books in American libraries. Ph.D., University of Chicago, 1931.

Describes the major collections of Chinese books in the United States and Canada, analyzes physical characteristics of Chinese books, and discusses how they may be prepared for use in American libraries. Information was obtained from printed literature, correspondence, visits to the collections described, and practical experience.

Finds that Chinese books differ widely from a bibliographic standpoint from volumes of European origin because of basic differences in language, physical characteristics, and bibliographic conventions. Studies two methods of handling Chinese books in American libraries: grouping them together and classifying them independently of publications in Occidental languages, or interfiling them by subject together with non-Chinese publications.

185. AKERS, SUSAN GREY. Relation between theory and practice of cataloging: With special reference to courses in cataloging in library schools. Ph.D., University of Chicago, 1932.

Compares cataloging practices with subject matter of library school courses in cataloging, classification, and subject headings. Data were derived from a checklist returned by 83 catalog librarians in 69 libraries throughout the United States and by 12 instructors in accredited library schools. This checklist was composed of subjects listed in topical outlines for 1st-year cataloging classes and in other course materials supplied by 12 (of 16) accredited library schools.

More than 60 percent of the respondents agreed on 92 topics relating to cataloging per se and on 21 relating to organization and administration of a catalog department. Concludes that these 113 topics should be included in a basic cataloging course.

186. KELLEY, GRACE OSGOOD. The classification of books in terms of use with some regard to the advantages of the subject-catalog. Ph.D., University of Chicago, 1934.

Attempts to determine whether the subject catalog or the classification assigned to books is of greater help to library users. Sources are catalogs of the University of Chicago Library, the Library of Congress, the Massachusetts State Library, and the library of Northwestern University.

Considers recent historical situation with respect to classification, and outlines ways in which libraries have met the need for availability of subject matter. Analyzes in detail 2 out of 13 elements which affect adversely the usefulness of classified arrangements of books. The 13 are shown to be of two main types: those inherent in classification itself, and those due to limitations in its practical application to books.

Concludes that the flexibility of the subject catalog, as opposed to the unavoidable rigidity of classification, makes it the better medium for indicating subject resources of a library.

187. TAUBER, MAURICE FALCOLM. Reclassification and recataloging in college and university libraries. Ph.D., University of Chicago, 1941.

Considers value of classification in college and university libraries from historical and practical, rather than theoretical, point of view, and discusses in detail reasons for reclassification in academic libraries.

Shows how policies of systematic arrangement were influenced by five groups: librarians who were articulate in print and at library conferences, devisers of special systems for specific institutions, catalogers and classifiers, faculty members, and educational officers and surveyors of libraries.

Studies 60 U. S. and Canadian college and university libraries which had changed, or were changing, to the Library of Congress classification. Analyzes validity of reasons for reclassification and recataloging in light of the nature of existing catalogs, the strengths and weaknesses of the systems discarded, needs of the libraries' various clienteles, problems of administration, and cost factors. Concludes that some commonly accepted reasons for reclassification and recataloging are not particularly valid.

188. SWANK, RAYNARD COE. The organization of library materials for research in English literature. Ph.D., University of Chicago, 1944.

Critique of bibliographic devices used to indicate groupings or classes of materials: library catalogs, shelf classifications, and bibliographies. Considers kinds of class concepts used, breadth and modernity of these concepts, and kinds and amounts of materials they reveal.

Analyzes the 108 doctoral dissertations in English literature (all historical) produced at the University of Chicago between 1930 and 1942. Six types of studies are identified, the most appropriate bibliographical arrangement for each type is discussed, and the effectiveness of the Library of Congress modification in use at the University of Chicago is compared with that of various bibliographies.

Three conclusions are drawn: (1) bibliographies, singly or in combination, produce better results than do the library catalog and shelf classification taken separately or together; (2) although bibliographies supplement these two library tools, the latter do not supplement the bibliographies in any important way; (3) the library catalog and the shelf classification to a large extent duplicate each other.

Suggests adaptations in library bibliographical policy for improvement of service to the research scholar, as well as adoption of a period classification for historical materials, establishment of bibliography centers in libraries, and acceptance by catalogers of responsibility for coordinated preparation of bibliographies.

189. MCGAW, HOWARD FRANKLIN. Marginal punched cards: Their use in college and university libraries. Ed.D., Columbia University, Teachers College, 1950.

Describes standard marginal punched card systems, showing how they have been adapted in certain academic libraries to facilitate routine tasks in circulation, acquisition, serials, reference, etc. Principal emphasis is on McBee Keysort cards, which have most frequently been employed for such purposes, and on circulation routines, which have most often been simplified through punched card applications.

The author, who was director of libraries at Ohio Wesleyan University from 1946 to 1949, describes in some detail an experiment conducted there. Information about student reading habits was coded and punched into cards for later use in library reports to faculty and administration on quality of service offered and effect of library use on student classwork.

190. DAWSON, JOHN MINTO. The acquisitions and cataloging of research libraries; a study related to the possibilities for centralized processing. Ph.D., University of Chicago, 1956.

Investigates monographic acquisitions of nine university libraries (as representative of the large research libraries of the country) and their cataloging and classification practices in order to explore possibilities of centralized processing.

For 2,679 of the 5,142 titles cataloged by these libraries over a 2-week period in December, 1952, Library of Congress cards were used without alteration. A sample of 500 titles drawn at random from the 2,463 locally written cards was checked against the Library of Congress printed catalog to determine the extent to which Library of Congress cards were available but not used.

Identifies a generalized acquisition pattern for research libraries, and notes that extensive duplication of titles justifies conclusion that major economies might be effected by centralized cataloging.

The Library of Congress card system is in effect a working system of centralized cataloging; Library of Congress cards are available for 60 percent of the titles cataloged by these libraries. Concludes that, since it seems likely that new developments in centralized cataloging will be based upon this system, Library of Congress cataloging should be extended to include more titles in foreign languages and should be made available abroad.

191. HOPP, RALPH HARVEY. A study of the problem of complete documentation in science and technology. Ph.D., University of Illinois, 1956.

Analyzes periodical literature of pure science to determine to what degree references in any given subject field are scattered in a large number of periodicals or concentrated in a small number. References in comprehensive bibliographies of chemistry, mathematics, biology, and physics (one describing the extent and nature of literature in each field) are analyzed for scattering or concentration.

The literature of these 4 subjects contained references to a large number of periodicals; the percentage of titles cited 4 times or less ranged from 53 percent in mathematics to 86 percent in physics. On the other hand, a considerable proportion of references in each bibliography was concentrated in a

few periodicals. For example, 10 percent of the periodicals studied accounted for 52 percent to 68 percent of the references cited, and 25 percent of the periodicals studied accounted for 77 percent to 82 percent of the references cited. In chemistry, a mere 3 percent of the chemistry periodicals accounted for 50 percent of the references cited.

Concludes that if a library selects its holdings carefully, it need not subscribe to a great many periodicals to obtain relatively good coverage of literature of pure science.

192. DAILY, JAY ELWOOD. The grammar of subject headings: A formulation of rules for subject heading based on a syntactical and morphological analysis of the Library of Congress list. D.L.S., Columbia University, 1957.

Analyzes subject headings in Library of Congress list (5th edition, 1948) to determine function of each grammatical form in the structure of the list. Groups the 21,451 main headings according to form, punctuation, and inflections of words.

Finds that 47 percent of the main headings are composed of 2 or more words, while 31.5 percent consist of 1 word. Although there are significant variations in use of certain grammatical forms with suggested Library of Congress classifications, the pattern of usage suggests that study of a sample of headings based on a subject area would not lead to valid conclusions.

Comparison of grammatical forms used in seven special lists indicates that a single area of usage could be determined for each mark of punctuation, and rules for use of grammatical form are devised. The problems of grouping and dispersal of headings suggest need for a classified guide to supplement the alphabetic list of headings and the use of a mark of punctuation instead of prepositions and conjunctions.

193. GRIBBIN, JOHN HAWKINS. Relationships in the patterns of bibliographic devices. Ph.D., University of Chicago, 1958.

Tests hypothesis that growth of bibliographic apparatus of a subject field is related to growth of other manifestations of development of that field. Traces history (1901-50) of three kinds of bibliographic devices--libraries, abstracting journals, and indexes to serial literature--in chemistry, geology, and botany. Provides a census of bibliographic devices to indicate relationships that describe some of their characteristics and evaluates applicability of quantitative analysis to bibliographic situations.

Five manifestations of growth considered in relation to bibliographic devices are (1) development of professional societies, (2) increase in physical production, (3) rising number of patents granted, (4) expansion of literature in the field, and (5) development of an educational apparatus.

Concludes that although patterns of bibliographic devices in these three fields developed along similar lines, extensiveness of their bibliographic apparatus varies enormously from field to field. There is little evidence to indicate that growth patterns of bibliographic devices are related to patterns for other manifestations of development in a subject field, but a prediction about the pattern of bibliographic activity in a given subject field can be based on study of the patterns of certain other manifestations in that field.

194. SHARIFY, NASSER. A code for the cataloging of Persian publications. D.L.S., Columbia University, 1958.

Attempts to provide rules for entry, descriptive cataloging rules, and a transliteration scheme (accompanied by rules for their application) for cataloging Persian publications. The study is composed of four parts: (1) Persian transliteration for library purposes; (2) cataloging rules for entry; (3) cataloging rules for description; (4) aids to catalogers for the establishment of entries.

Includes bibliographical survey of literature on Persian transliteration and critical analysis of 41 cataloging codes issued by 23 countries. The author expresses hope that this code may serve as a practical guide to Iranian publishers for arrangement and content of their title pages, so that eventually the practice of "cataloging at the source" may be adopted.

195. LILLEY, OLIVER LINTON. Terminology, form, specificity, and the syndetic structure of subject headings for English literature. D.L.S., Columbia University, 1959.

Investigates inherent characteristics of the alphabetical subject-heading system and identifies some practices which have led to variations on the Library of Congress system, used in many American libraries. Studies subject headings, scope notes, and references employed by 18 sources in the field of English literature.

Discovers high degree of adaptability to variations of terminology, form, and specificity and to different theories of needs, so that inadequacies of subject-headings in modern library catalogs are attributed to practices adopted in their

construction rather than to limitations imposed by basic design.

Shows that terminology and form of subject headings for English literature are usually appropriate and that, although in this field the syndetic, or word-connecting, apparatus is the most important element, it is the least adequately provided for by modern subject-heading practices.

196. BOOTH, ROBERT EDMOND and HARRISON MORTON WADSWORTH, JR. A stochastic theory of documentation systems. Ph.D., Western Reserve University, 1960.

Develops a number of statistical and mathematical models for various aspects of documentation, as guidelines for additional research. Study is based on literature and on the authors' background knowledge.

Describes and discusses possible choices of action in various documentation situations, taking into account recent developments in statistical decision theory. As an example, the theory of games developed by Van Neuman is employed to solve a problem involving the documentalist's decision in a searching situation. Playing the theoretical game evolved for solution of this problem are Nature and the documentalist. Nature's strategies are restricted to a finite test, and the documentalist uses Bayes' solution to evaluate alternative decisions.

The authors present the thesis that documentation consists primarily of a scientific attitude toward research librarianship.

197. DENUM, DONALD DAVID. A system of data banking and retrieval for educational research. Ph.D., University of Texas, 1960.

Attempts to develop a system for storage and retrieval of information for use by teachers and researchers. Investigates two types of systems based on concept of the bibliography of ideas: One provides for storing of document characteristics according to a prearranged pattern fixed at time of storage; the other (based on principle of coordinate indexing) combines flexibility of category manipulation with simplicity of classification, but contains some serious weaknesses.

Describes a modified system designed to minimize these weaknesses and to develop full potential of the coordinate indexing system. Sets forth reasons for, and a description of,

various operational techniques, using both a large-scale random-access memory (the I.B.M. Rmac 305) and a simple searching machine (the sorter).

The author envisions a system of this type becoming the focal point around which an information exchange for educational research can be established.

198. JOHODA, GERALD. Correlative indexing systems for the control of research records. D.L.S., Columbia University, 1960.

Studies installations making use of correlative indexes in the physical and biological sciences to determine whether another sort of index (classified, alphabetic subject, alphabetic-classified, or another type of correlative) might have been employed with equal success in these situations. Sources of information include literature published in the field since 1948, questionnaires, and follow-up interviews with users of correlative indexes.

Concludes that "traditional" indexes can be used as efficiently as correlative indexes, except in area of chemical structures, and that, in general, different types of correlative indexes can be used with same degree of efficiency.

Concludes with a list of ingredients essential to an index to research records, identifying the characteristics of correlative indexes now in use.

199. RANZ, JAMES. The history of the printed book catalogue in the United States. Ph.D., University of Illinois, 1960.

Presents chronological history of the printed book catalog, from colonial times to the late 19th century. Explains why this form of catalog was so long regarded as ideal and why librarians were finally forced to abandon it in favor of the card catalog.

Traces evolution of cataloging practices, considering matters of form and rules of entry, catalog arrangement, and various efforts to develop a scheme of centralized or cooperative cataloging. Data were secured from more than 1,000 printed book catalogs and from annual reports and histories of individual libraries.

Provides a 28-page bibliography, including a list of useful secondary sources.

VI. PERSONNEL AND TRAINING

200. TAI, TSE-CHIEN. Professional education for librarianship. Ph.D., State University of Iowa, 1925.

Reviews and analyzes development of libraries and library education from a broad historical point of view, and proposes a program for library education.

Presents theoretical analysis of social, educational, and intellectual factors affecting development of libraries in the United States, and relationship of these factors to the character of professional education for librarianship. Studies origin and development of professional library schools in Europe and the United States, examining the latter critically.

Formulates a program which took concrete form in a proposal for establishment of a library school at the State University of Iowa. Discusses matters of organization and administration, qualifications for instructional personnel, requirements for admission, courses of study, and degrees.

201. WILSON, EUGENE HOLT. Preprofessional background of students in a library school. Ph.D., University of Illinois, 1937.

Considers preprofessional preparation of library school students in relation to their scholastic success. Study is based on records of 808 library science students who completed 30-31 semester hours at the University of Illinois between 1926-27 and 1935-36.

The "typical" library school student is described as an unmarried woman college graduate, 26 years of age, with a middle-class social, economic, and cultural background, and with somewhat better than average undergraduate grades.

Students with some library experience tend to achieve a slightly higher degree of success in library school than do those without. However, other factors, such as undergraduate grades, amount of preparation in French and German, type of college attended, and undergraduate major, seem to have little effect on library school achievement.

202. ALVAREZ, ROBERT SMYTH. Qualifications of heads of libraries in cities of over ten thousand population in the seven north-central States. Ph.D., University of Chicago, 1939.

Analyzes educational qualifications and experience of head librarians in relation to their professional capabilities and rate of advancement. Study is based on biographical sources and on a questionnaire returned by the directors of 189 (of

241) public libraries in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

Finds that qualifications of chief librarians are only slightly better than those of the average member of the library profession. Suggests that administrators owe their rise to intangible factors and qualities which are difficult to measure. Finds that "Graduation from college and library school may be adequate preparation for professional library work, but it does not, in itself, qualify one for an important administrative position."

In Wisconsin, a State which has a librarian certification law, the salaries and educational preparation of head librarians are better than in States which do not have such a law.

203. GOLDHOR, HERBERT. The selection of employees in large civil service and non-civil service public libraries. Ph.D., University of Chicago, 1942.

Examines effect of civil service regulations upon selection of employees in public libraries. Information for the years 1937-41 was collected through visits to the public libraries of 6 cities having populations of over 200,000. In Los Angeles, Oakland, and St. Paul the public libraries were regulated by civil service, whereas in Detroit, Portland, and Providence, they were not. Twenty principles of public personnel administration, formulated in terms of a career service, are used as criteria for evaluation of employee selection policies.

Results indicate that superior libraries of both types are applying approved principles of personnel administration in their selection of employees. The main disadvantages of civil service libraries, in relation to employee selection, are the residence requirement and the fact that the qualifying examinations are held only in those cities where the libraries are located; the main advantage of these libraries is their use of objective examination procedures. Those libraries independent of civil service profit greatly from the flexibility of their regulations relating to employee selection while their greatest failing is in not having objective examination procedures.

Concludes that more attention must be paid to personnel procedures if a career service is to be developed in librarianship.

204. PHILLIPS, THOMAS EDWARD. Study of the nontechnical preparation of 100 librarians in the accredited high schools of New Jersey. Ed.D., Rutgers University, 1943.

Attempts to determine professional applicability of content of education courses required for New Jersey school librarians.

A questionnaire based on published literature and on statements prepared by 50 recognized authorities in the school library field was sent to 100 librarians in accredited New Jersey high schools.

Findings include the following: (1) all librarians report giving some instruction in library use; (2) the most helpful education courses dealt with personnel and guidance work; (3) the least helpful were those in history of education and measurements and statistics; (4) librarians who were prepared for certain types of activities performed them more often than did those who had not received such preparation.

205. RUFFIN, MARY BEVERLEY. Types of catalog knowledge needed by non-cataloging library personnel. Ph.D., University of Chicago, 1946.

Investigates types of cataloging knowledge needed by non-catalogers. Study is based on literature search and on survey of work of noncatalogers in eight public, school, and college libraries.

Finds that most important to noncatalogers is knowledge of how author, title, and subject entries are constructed, not in theoretical terms, but in terms of card catalog of particular institution in which they are employed; they also need information about other sources for identifying and locating library materials.

Study indicates in addition that cataloging courses in library schools include some irrelevant topics and sometimes omit useful ones. Summarizes essentials of a suggested library school course for noncatalogers.

206. STEWART, NATHANIEL. Evening session programs in library science. Ed.D., Columbia University, Teachers College, 1952.

Purpose of this study is twofold: to contribute to an investigation of administration of part-time education for librarianship, and to examine evening school offerings in library science in New York City in order to draw conclusions which might be useful to other urban centers. Information was obtained from literature sources, interviews, correspondence, and questionnaires.

Among other findings are the following: (1) evening programs in library science demonstrate sound administrative practices for safeguarding academic standards; (2) these

programs make a significant contribution toward meeting needs of library employees at various levels; (3) the diverse evening library school courses offered by several institutions in New York City provide a guide and possibly a pattern for other large urban communities having similar library personnel needs.

207. LIEBERMAN, IRVING. Audiovisual instruction in library education. Ed.D., Columbia University, Teachers College, 1955.

Surveys audiovisual instruction in library schools during 1953 and 1954 and outlines a guide for presentation of audiovisual courses. Data were obtained through analysis of published literature, participation in regional and national workshops discussing this subject, and two years' experience as director of an experimental program of audiovisual instruction at the School of Librarianship of the University of California.

Only four library schools were found to be doing a "good" or "excellent" job of audiovisual instruction. Suggests development of a strong audiovisual course structure, integrated with instruction in all library school courses on audiovisual materials and on their organization and use.

Describes the Carnegie Corporation-sponsored project at the University of California, giving details about curriculum, about many classroom projects and materials, and about a special program of inservice workshops for practicing librarians.

208. DOUGLASS, ROBERT RAYMOND. The personality of the librarian. Ph.D., University of Chicago, 1957.

Determines extent to which library profession "selects" members exhibiting a characteristic personality configuration and identifies, as traits generally ascribed to stereotype of the librarian, extreme deference, submissiveness, and respect for authority.

A questionnaire and 5 structured personality inventories, (furnishing a total of 27 measures), were distributed to several control groups and to an experimental group consisting of 125 men and 400 women enrolled during 1947-48 in 17 of the 36 A.L.A. accredited library schools. Level of significance of differences among the groups was determined through use of the t-test and the Chi-square measure.

Concludes that, in terms of personality structure, library profession does exercise selective influence in recruiting its members. Enumerates 10 traits which appear to characterize

the "modal" or "average" librarian. For example, they are generally orderly, conscientious, responsible, conservative, undominating, interested in people but not merely gregarious, and not neurotically anxious.

209. DYKE, JAMES PARVIN. Validation of the University of Illinois Library School placement examination. Ph.D., University of Illinois, 1957.

Investigates validity of third edition of Illinois Library School placement examination. Cites individual judgments made by library school faculty and demonstrates extent to which policies concerning placement, and judgments resulting from them, are justified. Background information includes summary of history of library education, survey of use of tests and measurements in library education, account of suggestions for examination within structure of library education, and a report on activities of the Illinois Library School faculty with respect to such examinations.

The examinations were analyzed and tested for content validity, concurrent validity, and construct validity. Study establishes validity of the placement examination, thus substantiating its use as a screening instrument. Same conclusion also justifies both library school policies on exemption from core courses and individual judgments resulting from these policies, showing them to be defensible, equitable, and objective.

This validation also supports concept of a "core" curriculum for library schools and possibility of development of a national certification examination for the library profession.

210. KNOX, MARGARET ENID. Professional development of reference librarians in a university library: A case study. Ph.D., University of Illinois, 1957.

Shows that fundamental principles and procedures of executive training programs in industry, as well as many techniques used in development of managerial personnel, may be applied to professional growth of reference librarians in a university library, and that a program of instruction can be carried on even in midst of a busy service schedule.

The reference department of a State university library was used as the subject for this case study. Training needs of each reference librarian in this department were determined, and individual and group methods were employed for improvement of technical, human, and conceptual skills. A replacement

chart identified those staff members who merited special training for future positions of responsibility.

Ability and knowledge of every staff member increased to some degree during training period; greatest progress was in acquisition of technical knowledge. The program was more effective in developing conceptual skills than human ones.

Concludes that success of any such program depends upon the amount of professional interest in it, definition of a clearly understood purpose, careful preparation in advance, its adaptability to needs of each person participating, support from the library administration, and provision for periodic appraisals of its achievements.

211. REAGAN, AGNES LYTTON. A study of certain factors in institutions of higher education which influence students to become librarians. Ph.D., University of Illinois, 1957.

Identifies factors in institutions of higher education which influence students to become librarians, estimates their relative importance, and determines how they operate. Questionnaires were sent to 1,479 graduates of accredited 5th-year library schools (1948-55), and usable replies were received from alumni of 23 liberal arts colleges (12 coeducational, 8 for women, and 3 for men), 16 teachers' colleges, and 12 universities.

Most important is influence of members of the library profession who try to make students aware of librarianship. In a few schools faculty members exerted more influence than librarians, but effects were generally indirect and somewhat delayed. Presence of a graduate library school on a campus is also an influence.

212. VANN, SARAH KATHERINE. Training for librarianship before 1923 or prior to the publication of Williamson's report on training for library service. Ph.D., University of Chicago, 1959.

Covers the "Dewey to Williamson" period of American education for librarianship: the years between 1887, when the Columbia College School of Library Economy was opened, and 1923, when Charles Williamson's report Training for Library Service was published.

Surveys library training before 1923, and explores antecedents of Williamson's recommendations in writings, speeches, and activities from 1887 to 1923. Notes ideas and activities of such library leaders as Melvil Dewey, William I. Fletcher,

Aksel G. S. Josephson, Mary Wright Plummer, Azariah Smith Root, and Mary Eileen Ahern. Particularly emphasizes contributions of the American Library Association after conference it held in 1883.

Concludes that many "revolutionary" ideas of 1923 and later were expressed, debated, and evaluated during the "Dewey to Williamson" period, a time of cautious but positive progress toward professionalism and of inquiry concerning the essentials of library training. Divisive and conflicting ideas emerged in these years, delaying progress but readying the field for the Williamson report.

213. ROCKWOOD, RUTH HUMISTON. The relationship between the professional preparation and subsequent types of library positions held by a selected group of library school graduates. Ed.D., Indiana University, 1960.

Studies relationship between professional preparation of alumni of the Florida State University Library School and positions they held after graduation. Data were obtained from official bulletins, from records showing courses elected, and from questionnaires covering employment since graduation, further education, professional activities, and publications.

The Florida State University Library School has adopted a specialized rather than a general approach to library education. Of 251 librarians who answered the questionnaire, the larger part had majored, as undergraduates, in English, education, library science, or history, and had specialized in library school, in college library service or reference work. A close relationship is shown between electives chosen in area of specialization and subsequent positions, but little between undergraduate majors and ensuing employment.

Concludes that these findings justify continuance of specialized approach to library education at Florida State. Recommends (among other things) that library schools consider offering a 2-year sequence of highly specialized courses.

VII. INTERNATIONAL, COMPARATIVE, AND FOREIGN LIBRARIANSHIP

214. TAAM, CHEUK-WOON. The development of Chinese libraries under the Ch'ing Dynasty, 1644-1911. Ph.D., University of Chicago, 1933.

Introduces background material on Chinese attitudes toward scholars, books, and libraries. Describes legacy from preceding dynasty, the Ming Dynasty, in terms of intellectual climate and book collections. Discusses the imperial libraries, providing considerable detail about the "Four-treasure Library," a collection of over 36,000 volumes.

Reviews importance of private book collectors, tracing development of four important personal libraries established after the Taiping Rebellion (1848-65). Concludes that "amazing" development of libraries during these 267 years overshadowed library achievement of all the previous dynasties combined.

215. WU, KWANG TSING. Scholarship, book production, and libraries in China (618-1644). Ph.D., University of Chicago, 1944.

Identifies the three major factors contributing to spread of learning, increase in book production, and development of libraries in China during this period: (1) predominance of Confucian scholarship, (2) rising prestige of the literati, and (3) powerful effect of the civil service system, which required applicants to pass written examinations.

The history of imperial libraries followed a pattern: At the beginning of each new dynasty, intensive efforts were directed toward building collections, but as time went on, the impetus slackened and collecting ceased. As the end of each dynasty approached, many books were lost, stolen, and destroyed in warfare.

Private book collectors flourished in "cultured" localities, and after the discovery of printing, publication centers also became centers for the collection of books.

216. BARNES, EUGENE BURDETTE, JR. The international exchange of knowledge in Western Europe, 1680-89. Ph.D., University of Chicago, 1947.

Attempts to determine amount of intellectual exchange among

countries in Western Europe between 1680 and 1689 by studying the reviews of foreign books appearing in nine periodicals published in France, England, Saxony, and Holland.

Of the 2,920 titles noted (47.5 percent in classical languages and 40 percent in French), 1,971 were reviewed by periodicals in countries other than the country of origin. Scientific works circulated more widely than any others. Concludes that despite rigorous control and censorship, there was extensive international exchange of knowledge among the countries of Western Europe during this period.

217. WINGER, HOWARD WOODROW. Regulations relating to the book trade in London from 1357 to 1586. Ph.D., University of Illinois, 1953.

Reports the regulations issued by the Church, the Crown, and the London Stationers' Company for control of London printing and the book trade from 1357 to 1586. They range from general statements of law and policy to specific acts relating to single books and individuals, and include rules controlling content of books.

Considers development of trade regulations in seven chronological periods characterized respectively by regulation of the manuscript book trade, growth of printing in England, the new heresy, development of license and privilege under Henry VIII, incorporation of the Stationers' Company of London, reign of Elizabeth, and the struggle for privilege.

Shows that authorities tried to suppress all books which attacked essential features of the predominant culture and vigorously promoted those which explicitly supported those features. In spite of universal acceptance of the tradition of restraint, the attempt to control the book trade completely according to that tradition resulted in failure. Lists important factors contributing to that failure.

VIII. METHODS OF RESEARCH AND EVALUATION

218. McDLARMID, ERRETT WEIR, JR. Conditions affecting use of the college library. Ph.D., University of Chicago, 1934.

Develops a procedure for estimating and analyzing student use of college libraries, utilizing book circulation records and other data provided by seven North Central colleges.

Although there was wide variation in the findings for these institutions, the study demonstrates feasibility of analysis according to (1) course field (library use is consistently high in the humanities and the social sciences); (2) sex (women read more than men); (3) class (more titles are borrowed by upperclassmen than by freshmen or sophomores); (4) scholarship (good students borrow more books than do poor students); (5) book collections and library funds (libraries with strong collections and ample funds are used more often than are others).

219. REED, LULU RUTH. A test of students' competence to use the library. Ph.D., University of Chicago, 1937.

Devises tests to determine student competence in use of college, high school, and elementary school libraries, in response to the need indicated by a study showing that only 31 percent of secondary schools gave instruction in library and book use in 1932. Reference librarians at the University of Chicago Library and faculty and selected students of the Graduate Library School were interviewed, and preliminary drafts of the tests were taken by groups of high school and college students.

Five aspects of test reliability are considered: objectivity, length, sampling of subject matter, selection of schools, and statistical measures. Curriculum analysis, study of the performance of high school students in the library, interviews with college students, and statistical measures were employed in the validation of these tests.

The students tested displayed greater ability in locating specific books than in using reference books effectively.

220. FUSSLER, HERMAN HOWE. Characteristics of the research literature used by chemists and physicists in the United States. Ph.D., University of Chicago, 1948.

Examines character of the research literature of "pure" chemistry and physics used in the United States over a period of 47 years to determine any trends which might prove to be of importance to libraries. A random sample of citations in the Physical Review and the Journal of the American Chemical Society for 1899, 1919, 1939, and 1946 were analyzed.

Conclusions reached include the following: (1) there is no strong tendency for subject diversification in these fields to change, but there is a growing diversification of titles; (2) indexes and abstracting facilities are necessary, because subject classification is not sufficient to bring together all pertinent material; (3) careful selection of a small number of journals can result in acquisition of a substantial portion of the most important references in a given research field.

221. STEVENS, ROLLAND ELWELL. The use of library materials in doctoral research: A study of the effect of differences in research method. Ph.D., University of Illinois, 1951.

Compares availability of materials needed for historical research with availability of materials needed for experimental research. A random sample of 100 doctoral dissertations in 5 subject fields prepared at 3 research libraries between 1930 and 1948 is analyzed for citations.

Shows that historical research makes demands which cannot be satisfied by a single library, whereas experimental research, which makes use of a smaller body of literature more frequently, often can be supported by a single research collection. Suggests that cost of maintaining a research library is primarily the cost of supporting historical research, and that cooperative specialization and storage library plans should be based on principle of separation of library materials according to type of research in which they will be useful, rather than according to subject field.

222. HINTZ, CARL. Internationalism and scholarship: A comparative study of the research literature used by American, British, French, and German botanists. Ph.D., University of Chicago, 1952.

Seeks to characterize research literature used by botanists in the United States, Great Britain, France, and Germany, by determining national origin of the literature used in each of

the four countries, its principal forms, length of time elapsing between publication and use, interrelationships of subject matter in terms of the Library of Congress classification, and most important serial titles in terms of quantitative use.

References cited in selected botanical journals for 1899 and 1939 are analyzed. Comparison of the patterns of use in the four countries during these years indicates the following: (1) methods and materials of scholarship are international in character, (2) serial literature predominates, (3) use of national publications exceeds use of those from other countries, (4) heaviest use of serials occurs within 5 years of publication date, and (5) there has been an increase in specialized journals.

223. COVEY, ALAN DALE. Evaluation of college libraries for accreditation purposes. Ed.D., Stanford University, 1955.

Sets forth purposes served by college libraries and analyzes criteria for evaluating specific libraries in an effort to assist accrediting agencies, administrators, and librarians in appraising libraries and establishing goals. Evaluation and possible improvement of Schedule C, a questionnaire designed to determine relationship between college libraries and their parent institutions in California, is principal concern of the study.

Library literature was surveyed for criteria, and Schedule C was tested at a number of accredited California teachers colleges. Among conclusions presented are the following: an institution should be appraised in terms of its success in achieving its own stated objectives and in relation to its social pattern as an agency of higher education; a combination of quantitative and qualitative criteria is necessary, but quantitative are to be used only as discussion points rather than as fixed minimal standards; the American Library Association service load formula appears to be the most satisfactory quantitative standard; and the quality of a library staff is indicated by its status within the college.

224. GELFAND, MORRIS ARTHUR. A historical study of the evaluation of libraries in higher institutions by the Middle States Association of Colleges and Secondary Schools. Ph.D., New York University, 1960.

Traces development and influence of accreditation policies and procedures applied by the Middle States Association in evaluating college and university libraries; tries to identify

major trends and fundamental problems and to suggest possible improvements.

Describes origin and development of accrediting movement before 1920; identifies and evaluates philosophy of the Association in terms of prevailing thought and practice, 1919-34; outlines and interprets major changes in Association philosophy between 1934 and 1946, showing how these changes were reflected in evaluation procedures; delineates accrediting policy, analyzing practices and results of library evaluations undertaken by the Association after 1946; and presents conclusions and recommendations based upon interpretation of the data assembled.

ANALYSIS

A tabulation of dissertations (table A) discloses that in recent years an increasing number have been produced. Of the 224 dissertations abstracted in this publication, 104 were written in the 26-year period between 1925 and 1950, and 120 in the 10 years from 1951 to 1960. In the 5-year period, 1956-60, a total of 86 dissertations were completed, or almost 2/5 of the total for the entire 36-year period.

The total number of institutions where dissertations have been written has increased from 3 in 1926-30 to 18 in 1956-60. The number of library schools offering doctoral programs has also gone up, from 1 school during the 1928-48 period to 7 schools in 1960.

The largest single group of dissertations was produced at the University of Chicago, where 91 were completed, or over 40 percent of the total production. During the 26-year period from 1925 to 1950, 68 dissertations were turned out at Chicago, or 65 percent of the total for that period. During the 10-year period from 1951 to 1960, 23 were completed, or 19 percent of the total.

Table B indicates that of the 224 dissertations, approximately 156, or 70 percent, were produced under the direction of library schools.

In determining subject trends for the dissertations produced (table C), one may note that three categories have been responsible for 78 percent of the total: Background, 42.4 percent; Organization and Administration, 25 percent; and Resources, 10.7 percent. The ratio of dissertations on Resources has remained relatively constant for 20 years, about 2.2 percent of the total; those on Organization and Administration have increased from 3.6 percent in 1951-55 to 6.7 percent in 1956-60.

Dissertations on Background have more than quadrupled in the latest 5-year period, from 11 in 1951-55 to 46 in 1956-60, an increase of 314 percent. Since this group also accounted for the largest single subject category in the entire 36-year period--95 of the 224 dissertations produced, or 42.4 percent--it seems pertinent to examine more closely the large increase within this group.

Of 46 dissertations on Background in 1956-60, 34 were concerned with historical topics, notably the history of publishing and of libraries. The library schools of the University of Michigan and

the University of Chicago were responsible for most of these historical studies: 17 and 8, respectively. As shown below, the total increase in dissertations from 1951-55 to 1956-60 was 52, or 153 percent. Of these, dissertations on nonhistorical topics increased from 25 to 52, or 108 percent. However, dissertations on historical topics increased 278 percent, from 9 to 34, or about 2½ times faster than the nonhistorical. In 1951-55 historical topics represented 26 percent of the total dissertation production; in 1956-60 they represented 40 percent of the total.

Doctoral dissertations in library science, by historical and nonhistorical subject categories: 1951-55 and 1956-60.

Subject category	Number			Percent		
	Increase, 1951-55 to 1956-60	1956-60	1951-55	Increase, 1951-55 to 1956-60	1956-60	1951-55
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total...	52	86	34	153	100	100
Non-historical	27	52	25	108	60	74
Historical	25	34	9	278	40	26

From these data the conclusion may be drawn that, although the total production of doctoral dissertations in library science has increased greatly from 1951-55 to 1956-60, the production of historical studies has increased at a much faster rate than the non-historical.

Table A. Number of Doctoral Dissertations in Library Science Accepted by Institutions of Higher Education, by Institution, United States: 1925-60

Institution ^{1/}	Number of dissertations completed in --							
	Total	1956-60	1951-55	1946-50	1941-45	1936-40	1931-35	1925-30
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	224	86	34	31	33	16	20	4
University of Chicago	91	16	7	19	24	10	14	1
University of Michigan	28	23	4	-	-	1	-	-
Columbia University	25	10	6	3	3	-	1	2
University of Illinois	22	15	5	1	-	1	-	-
Western Reserve University	3	2	1	-	-	-	-	-
Rutgers, The State University	1	-	-	-	1	-	-	-
University of California	1	1	-	-	-	-	-	-
New York University	7	3	-	-	1	2	1	-
Stanford University	5	1	2	1	1	-	-	-
University of Southern California	5	1	1	-	-	1	2	-

^{1/} Doctoral program in library science established at library schools in following institutions: University of Chicago - 1928; University of Illinois, University of Michigan - 1948; Columbia University - 1952; University of California (Berkeley) - 1955; Western Reserve University - 1956; Rutgers, The State University - 1960.

(continued)

Table A. Number of Doctoral Dissertations in Library Science Accepted by Institutions of Higher Education, by Institution, United States: 1925-60 (continued)

Institution	Number of dissertations completed in --							
	Total	1956-	1951-	1946-	1941-	1936-	1931-	1925-
(1)	(2)	60 (3)	55 (4)	50 (5)	45 (6)	40 (7)	35 (8)	30 (9)
Indiana University	4	3	1	-	-	-	-	-
University of Pennsylvania	3	-	2	-	1	-	-	-
University of Pittsburgh	3	1	-	1	1	-	-	-
University of Denver	2	2	-	-	-	-	-	-
University of Minnesota	2	2	-	-	-	-	-	-
University of Missouri	2	-	-	1	1	-	-	-
University of Nebraska	2	2	-	-	-	-	-	-
University of Texas	2	1	-	1	-	-	-	-
University of Wyoming	2	1	1	-	-	-	-	-
Other 2/	14	2	4	4	-	1	2	1

2/ Other institutions where one doctoral in library science each was produced: State University of Iowa, University of Virginia, George Peabody College for Teachers, Fordham University, University of Washington, University of Florida, Pennsylvania State University, George Washington University, Harvard University, University of California at Los Angeles, University of Buffalo, Colorado State College, Boston University, and Louisiana State University.

Table B. Number of Doctoral Dissertations in Library Science Accepted by Institutions of Higher Education by Institution and Type of Degree, United States: 1925-60

Institution (1)	Type of degree		
	Total (2)	Ph.D. (3)	Ed.D. (4)
Total, all institutions	224	176	48
Institutions with library school doctoral programs, total	171	156	15
University of Chicago	91	91	-
University of Michigan	28	27	1
Columbia University	25	<u>1</u> /13	12
University of Illinois	22	22	-
Western Reserve University	3	3	-
Rutgers, The State University	1	-	1
University of California	1	-	1
Institutions without library school doctoral programs, total	53	20	33
New York University	7	3	4
Stanford University	5	1	4
University of Southern California	5	1	4
Indiana University	4	-	4
University of Pennsylvania	3	3	-
University of Pittsburgh	3	2	1
University of Denver	2	-	2
University of Minnesota	2	2	-
University of Missouri	2	-	2
University of Nebraska	2	-	2
University of Texas	2	2	-
University of Wyoming	2	-	2
Other	14	<u>2</u> /6	<u>3</u> /8

1/ Includes 8 D.L.S. dissertations and 1 Ph.D. at Teachers College.

2/ One dissertation produced at each of the following institutions: Fordham University, George Peabody College for Teachers, Harvard University, State University of Iowa, Louisiana State University, and University of Virginia.

3/ One dissertation produced at each of the following institutions: Boston University, University of Buffalo, Colorado State College, University of Florida, George Washington University, Pennsylvania State University, University of California at Los Angeles, and University of Washington.

Table C. Doctoral Dissertations in Library Science Accepted by Institutions of Higher Education,
by Subject Category, United States: 1925-60

Subject category (1)	Number										Percent						
	1956- 60	1951- 55	1946- 50	1941- 45	1936- 40	1931- 35	1925- 30	Total	1956- 60	1951- 55	1946- 50	1941- 45	1936- 40	1931- 35	1925- 30		
	(2)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)		
Total	86	34	31	33	16	20	4	100.0	38.4	15.2	13.9	14.7	7.1	8.9	1.8		
Background	46	11	12	10	5	10	-	42.4	20.5	4.9	5.4	4.5	2.2	4.5	-		
Organization and administration	15	8	10	12	7	2	2	25.0	6.7	3.6	4.5	5.4	3.1	.9	.9		
Resources	5	5	4	5	1	3	1	10.7	2.2	2.2	1.8	2.2	.4	1.3	.4		
Reader services	2	3	1	1	-	-	-	3.6	.9	1.3	.4	.4	-	-	-		
Technical processes; documentation	10	-	1	2	-	3	-	7.1	4.5	-	.4	.9	-	1.3	-		
Personnel and training	6	2	1	2	2	-	1	6.3	2.7	.9	.4	.9	.9	-	.4		
International, comparative, and foreign librarianship ..	-	1	1	1	-	1	-	1.8	-	.4	.4	.4	-	.4	-		
Methods of research evaluation	1	3	1	-	1	1	-	3.1	.4	1.3	.4	-	.4	.4	-		

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